

## **Strategy 2002**

# **Sharing Knowledge Project Evaluation Report**



An initiative within

*The Australian Flexible Learning Framework for the National Vocational Education and Training system 2000-2004*

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## The Australian Flexible Learning Framework Strategy 2002

### Evaluation Report

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# The Australian Flexible Learning Framework Strategy 2002

## Sharing Knowledge Evaluation Report

### 1. Introduction

The Sharing Knowledge project is one component of the Facilitation Program within the Strategy 2002 Research Program. It is a continuation of the Strategy 2001 Research Links project.

The purpose of the project (originally known as the Research Links project) was to increase the value of the various projects being undertaken as part of the Australian Flexible Learning Framework (the Framework) by providing linkages and facilitating the sharing of information between projects, and with the wider Vocational Education and Training community.

This was achieved by:

- Collecting, summarising and synthesising the findings of Strategy 2000, 2001 and 2002 projects.
- Selectively reviewing emerging high quality national and international research that can inform Strategy 2002 projects.
- Providing support to Project Managers of Strategy 2002 projects, particularly in relation to identifying the existing research and project findings that could assist them in the conduct of their projects.
- Mapping what has been learnt by the VET sector through the conduct of the Framework projects and identifying areas where additional research and project activity is desirable.

The project encompassed a range of information sources including:

- Formal research activities such as those commissioned by the National Research and Evaluation Committee.
- The research activities of Framework projects, especially in their scoping stages such as environment scanning and literature reviews.
- The practical findings, insights, incidental outcomes, and learnings developed through Framework projects.

The Sharing Knowledge project was not designed to conduct original research, rather its focus was on distilling and sharing existing findings.

Since its' inception in 2000 through to the end of 2002, the Framework was implemented on a project by project basis, grouped under the following five goal areas:

- Creative capable people
- Supportive technological infrastructure
- World-class content and applications
- Enabling policies, and
- Problem-solving regulation.

Following an evaluation of the first two years of the Framework, the Flexible Learning Advisory Group (FLAG) decided to introduce a program management model. The program management model is a mechanism for better managing quality, risk, communications and benefits by reconciling individual project objectives with overall Framework and program goals. The 2003 Sharing Knowledge project had not commenced at the time of writing of the report and is not part of the work reported in the evaluation survey.

In 2003, FLAG agreed on the following programs as part of Implementation Plan 2003:

- New practices in flexible learning
- Professional development
- Resources for teacher, learning and assessment
- Policy and research
- Communication and leadership
- Framework management

The 2003 Sharing Knowledge project forms part of the Policy and Research Program and is designed to forge links between individual projects within the Framework. It aims to maximise outcomes specified by the program leader of the Policy and Research program as opposed to previous years where outcomes were derived from the research aspects of individual projects by the targeted dissemination of research findings.

More specifically the 2003 Sharing Knowledge Project will:

- liaise with Program Leaders and Project Managers to identify and provide the information they need to support them in their roles
- liaise with Framework personnel and external bodies to identify emerging issues and significant trends in e-learning
- prepare and disseminate information and research to Program Leaders, Project Managers and FLAG representatives
- contribute to the evaluation of the Policy and Research Program activities.

## 2. Components of the project

### Information collection from Framework projects

- Strategy 2002 Project Managers were interviewed throughout 2002 to identify the areas in which they believe their work could be assisted by information from existing research and the areas in which their project will be conducting research and developing new findings.
- Towards the end of the project, the findings of Strategy 2002 projects were reviewed and summarised.

### Review and summary of existing research

The project identified the current national and international research resources that were likely to be most useful to Project Managers and Australian VET flexible learning practitioners. From these resources a list of the highest quality resources were selected, based on criteria of:

- **Accessibility:** the resources are available free of charge online or print copies are readily available.
- **Conciseness:** the leading resource insights can be readily assimilated.
- **Practicality:** the resources provide relevant, practical information and insights useful to Australian VET practitioners.

The selected resources were summarised and included in the **Resources Database** on the [flexiblelearning.net.au](http://flexiblelearning.net.au) website.

### Support to Strategy 2002 Project Managers

Team members provided a proactive approach to supporting Project Managers by:

- Contacting Project Managers as resources relevant to their needs were identified.
- Providing individual telephone support to Project Managers on research issues.
- Participating in meetings and/or teleconferences for Project Managers organised by the FLAG Secretariat, including preparing discussion material and leading discussions on sharing of research findings.

### Issues Map

The project set out to produce a matrix of issues and research questions which:

- List the key research questions that Project Managers have identified as important to informing their projects.
- Briefly summarises existing findings from external research and Framework projects.
- Identified any gaps in understanding that should be addressed by future Framework projects.

A key requirement of the Issues Map was that it relates strongly to the existing structure of Framework Goal Areas, but also adequately reflects connections and issues that span Goal Areas, or are outside the existing framework.

The Issues Map deliverable was explored and a decision made that the model developed by the Sharing Knowledge project of a relational database of projects, people and resources was the appropriate final outcome of this component of the project. The resources database section of the flexiblelearning.net.au site (<http://resources.flexiblelearning.net.au/>) has now been set-up based on this model of people, projects and resources. This was not part of the work evaluated in the survey

## Quick Guides

A series of short Quick Guides were produced on key issues in flexible learning. Each Quick Guide included:

- A summary, synthesis and interpretation of findings on the issue from both external research and Framework projects.
- Pointers to Framework projects addressing the issue.
- References for further reading.

13 Quick Guides were researched, written and made available on the flexiblelearning.net.au website. In addition, the Quick Guides produced as part of the 2001 Research Links project were reviewed and, as necessary, updated with new material arising from the Strategy 2002 projects.

Topics were selected on the basis that:

- They address issues of concern to Project Managers and VET flexible learning practitioners.
- Research findings are available which provide insight or practical assistance in addressing the issue.

### 3. About the survey

A survey was conducted for the evaluation of the Sharing Knowledge project covering Strategy 2000, Strategy 2001 and Strategy 2002 projects under the Framework to gauge the effectiveness of this project and to provide feedback to both the Policy and Research and Framework Management Programs.

The survey evaluates two components of the project; support to project managers, and the usefulness of project publications (the "Key Resources" publication and the "Quick Guides"). Other aspects of the project include the development of a database of resources for the [flexiblelearning.net.au](http://flexiblelearning.net.au) website. Recommendations on this matter can be found in the 2001 Sharing Knowledge project Final Report.

The survey represents the first evaluation of the Research Links and Sharing Knowledge projects. Another evaluation of this project may be undertaken at the completion of the 2003 Sharing Knowledge project. The survey was conducted online and consisted primarily of multiple choice questions with additional space provided to respondents after most questions. A copy of the Sharing Knowledge Evaluation Survey Questionnaire sent to project managers can be found at Appendix A.

The Sharing Knowledge evaluation survey was sent to 33 Framework project managers inviting comments. Five of the contact addresses for the Framework project managers were no longer current and eight invitees chose not to respond giving a response rate of approximately 72 percent.

## 4. Results from the evaluation survey

### Background

As indicated in the previous section, all project managers who have undertaken work under the Framework prior to 2003 were asked to participate in the Sharing Knowledge Evaluation Survey. The survey commenced on 8 April 2003 and was closed for responses on 16 May 2003.

The survey drew a response rate of approximately 72 percent from the Framework project managers invited to participate. A total of 20 out of 28 survey responses were received from either project managers, other members of project teams or consultants who participated in Framework projects. A low response rate was received from Strategy 2000 projects which is most likely the result of the late commencement of the Research Links project, which started late in September 2001. Many of the Strategy 2000 project managers no longer have a strong connection with the Framework and this may have also influenced their low response rate.

### About the participants in the survey

The Sharing Knowledge Evaluation Survey succeeded in receiving information from the Framework project managers (53% of replies). Other team members undertaking project work (excluding administrative project staff) were the next largest group who provided answers.

Participants of the Sharing Knowledge Survey were asked to indicate the number of projects their response covered (e.g. one, two or more). Of those surveyed 14 people provided responses that covered two or more projects undertaken as part of the Framework. The remainder of the group, six people, specified that they had either managed or participated in only one Framework project. A diagrammatic breakdown of the number of Framework projects undertaken by survey participants is at *Figure 1*.

Due to the nature of the survey, and the level of anonymity provided to respondents it was not possible to provide specific breakdowns on the roles within the project(s) or the specific year(s) participants were involved in Framework projects.

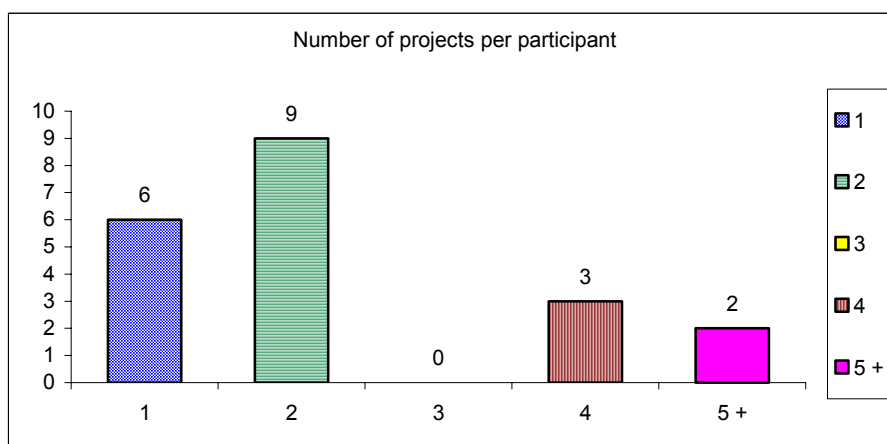


Figure 1 – Number of Framework projects undertaken per participant

## **Analysis of the results**

The survey indicates that respondents are experienced in their involvement with undertaking Framework projects with 70% (or 14 people) participating in at least two projects. Therefore, the responses from this group can be viewed as informed regarding the workings of the Framework and involvement in managing or participating in projects.

### **Participants awareness of the project**

When asked about their awareness of the Sharing Knowledge project prior to this survey, two people (or 10% of respondents) indicated that they had no prior knowledge of the project. The rest of the participants were 'at least' aware of the Sharing Knowledge project.

Participants were also offered the opportunity to provide comments about their existing knowledge of the Sharing Knowledge project. Comments from respondents varied from specific knowledge about the project

*"I was aware that the Sharing Knowledge team were collecting information from project participants, and that the collated information would be published as Quick Guides. I thought there might be a relationship to the NCVET 'Research at a Glance' publications. However I never tied together the 'database of resources' that the FLAG Secretariat described at the project managers induction meeting as part of the Sharing Knowledge project."*

to uncertainty about the aims of the Sharing Knowledge project.

*"I am unclear to the main aim."*

*"I was unaware until recently that the Sharing Knowledge project was a resource for project teams to use to explore related project activities within the Framework."*

## **Analysis of the results**

The results suggest that 90% (or 18 people) of respondents to this survey were 'at least' aware of the Sharing Knowledge project. Comments made throughout the survey suggest that the full range of products and services provided by the Sharing Knowledge team were not well known to project teams within the Framework.

The survey also invited participants to provide answers about how they were initially informed about the project. Responses are set out in Figure 2.

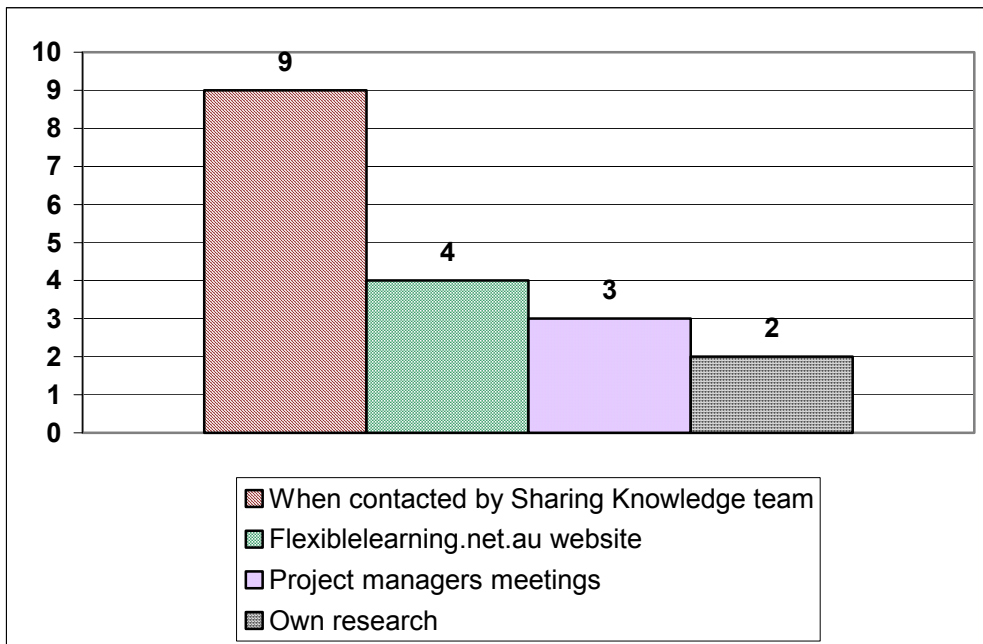


Figure 2 – Stage when participants first became aware of Sharing Knowledge project

### **Analysis of the results**

As might be expected with a facilitation project, most survey participants first became aware of the Sharing Knowledge project when the Sharing Knowledge team contacted them (50 %). The next method in which people first learnt about the Sharing Knowledge project was via the ‘flexiblelearning.net.au’ website (22 %) closely followed by project managers meetings (17 %).

### **Level of support provided by Sharing Knowledge project team**

When asked whether the Sharing Knowledge team were able to assist project teams with either information or support, 58 % of participants indicated that they had received *“Insights and resources ..... that were useful”* and *“[they] put me in touch with other project managers doing similar things”*.

Of the remaining survey responses, 28 % answered that they did not require any assistance from the Sharing Knowledge team while 14 % indicated that they could not help *“... as they did not contact us until late in the project, they were not able to assist us”*.

Other responses directly relating to how the Sharing Knowledge team provided assistance to other projects teams include:

*“[They] enabled us to share knowledge and draw on experiences of other project managers and collaborate on some aspects. The Quick Guides enabled me to get a quick feel for a new topic area I needed to know about”*.

*“[They] improve the knowledge base [available to project managers] and gave me someone to test my ideas on.”*

Survey participants were also asked to provide information on how they felt the Sharing Knowledge team could improve the assistance they provided to Framework project teams. These comments included:

*"I do not think the Quick Guides are known well enough. I only discovered them when someone referred me to the Interoperability Guide, which was very useful to me".*

*"[They] have been there every time I needed to bounce ideas off someone."*

*"I didn't realize that they were there for me to ask questions of. If the advice that they were available for that kind of support was communicated through newsletters, it is easy to miss. I need targeted emails to get my attention".*

*"The assistance I received from Lin Thompson was superb, I regret that I did not always reciprocate in the ways that I intended".*

*"Earlier contact and more information would have been appreciated".*

The last question in this section asked respondents whether at any time they had initiated contact or sought assistance from the Sharing Knowledge team. In instances where the survey participant said 'yes' relevant information about the question asked was sought. Of the total of 14 answers to this question, five people indicated that they had made contact with the Sharing Knowledge team (or 20 %). Specific comments made about why they contacted the Sharing Knowledge project team and whether this had been a positive experience include:

*"I contacted them [the Sharing Knowledge team] to understand the nature of other projects. Yes, they [the Sharing Knowledge team] directed me to specific project contacts and information".*

*"I rang the [Sharing Knowledge] team to be fully informed about the [Sharing Knowledge] project and its' resources. Yes, they [the Sharing Knowledge team] were extremely helpful".*

### **Analysis of the results**

The results from this section of the survey indicate that participants were either more than happy with the level of support or information they received from the Sharing Knowledge team or they were not aware of this role of the project. In addition, due to the late initial start of the Research Links project in 2001, most Strategy 2000 and Strategy 2001 projects would not have had contact with the project team until either mid-way or late in the process of Framework projects.

### **Timing and mode of communications between survey participants and the Sharing Knowledge team**

This section led participants into questions about both the timing and mode of contact between the Sharing Knowledge team and other Framework projects. The first question raised asked 'At what time during the project did the Sharing Knowledge project team

contact you?’ The percentage and number of responses received from this question are provided in Figure 3.

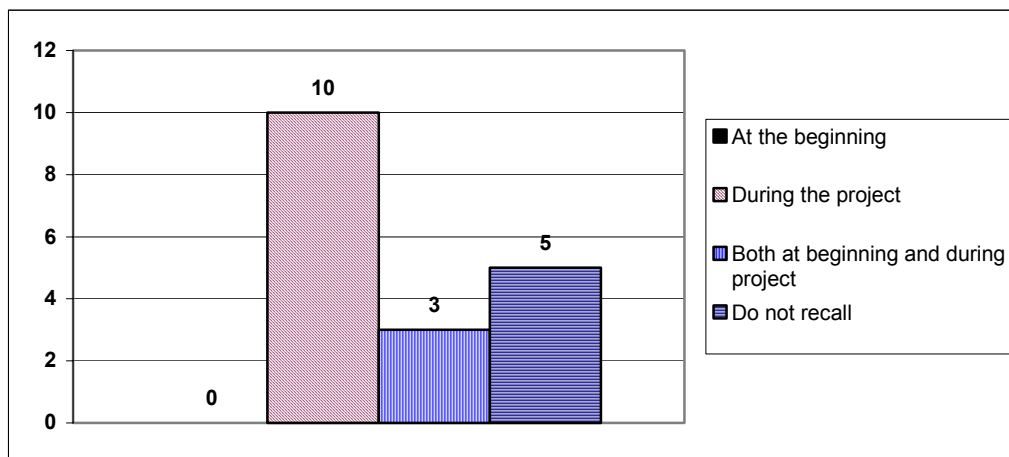


Figure 3 – Stage of Framework project that participants were contacted by the Sharing Knowledge team

When asked about the mode of contact the Sharing Knowledge team used to either discuss or seek information from Framework projects, respondents provided the following answers, as shown in Figure 4 below.

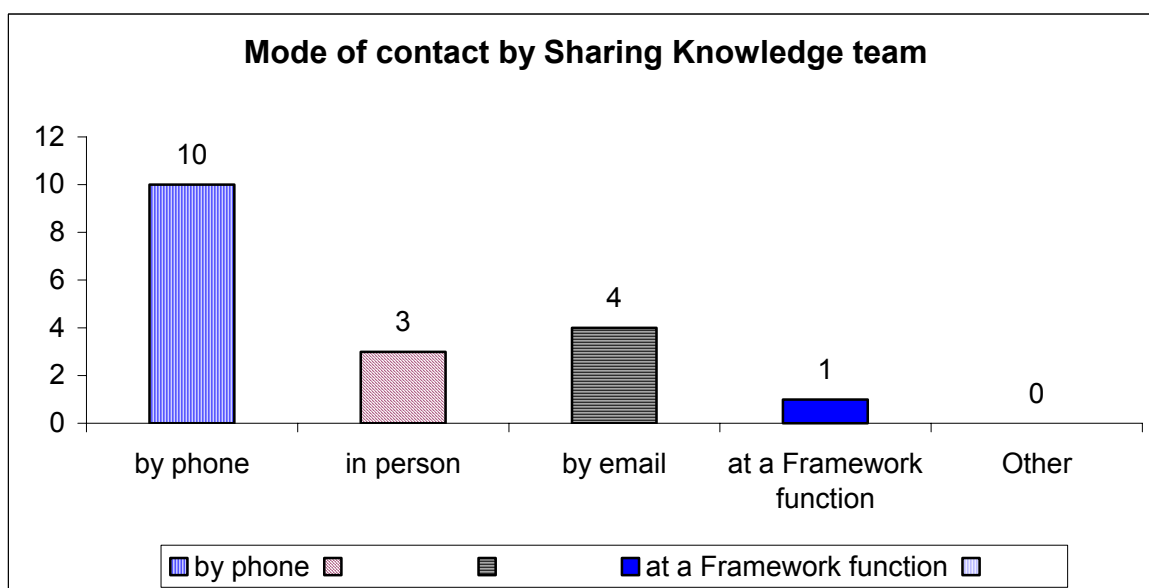


Figure 4 – Method Sharing Knowledge team used to contact Framework project teams

In comparison, when asked which mode of communications Framework project teams would be preferred when being contacted or contacting the Sharing Knowledge team, participants indicated the following, illustrated in Figure 5.

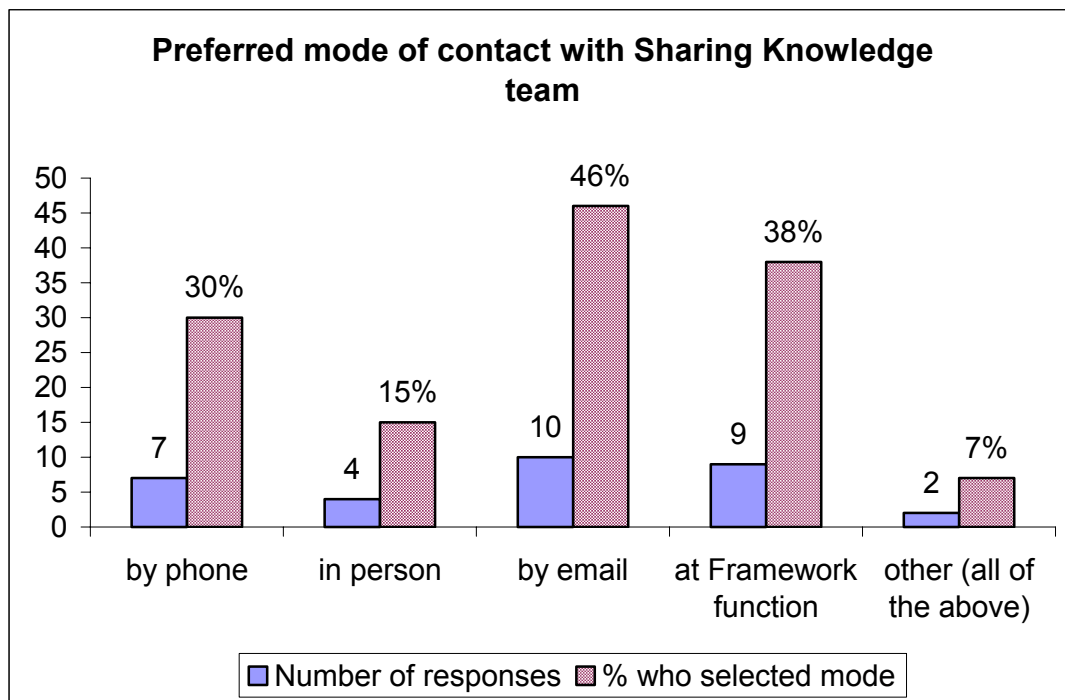


Figure 5 – Participants preferred method of contact by the Sharing Knowledge team

### **Analysis of the results**

The results from this section indicate the Sharing Knowledge team primarily contacted the Framework project teams by telephone during the course of their project. Interestingly, most survey respondents indicated that their preferred method for being contacted by the Sharing Knowledge team was split fairly evenly between email, at Framework functions and via email.

This outcomes supports the notion that mixed modes of project support and information collection (as has been found for methods of student learning) are required by projects such as Sharing Knowledge and appropriate funding to permit this activity should be considered for future iterations of this or related projects.

### **Usefulness of Sharing Knowledge products**

This section of the survey specifically asked respondents to rate the effectiveness of the main products developed by the Sharing Knowledge project, specifically the resources database information and Quick Guides series.

Figures 6, 7 and 8 below illustrate participant's views about the usefulness of:

- the 'Key resources' or resources database information to project members or teams
- Quick Guides to project members or teams
- Quick Guides to the wider VET community as a means of sharing project findings.

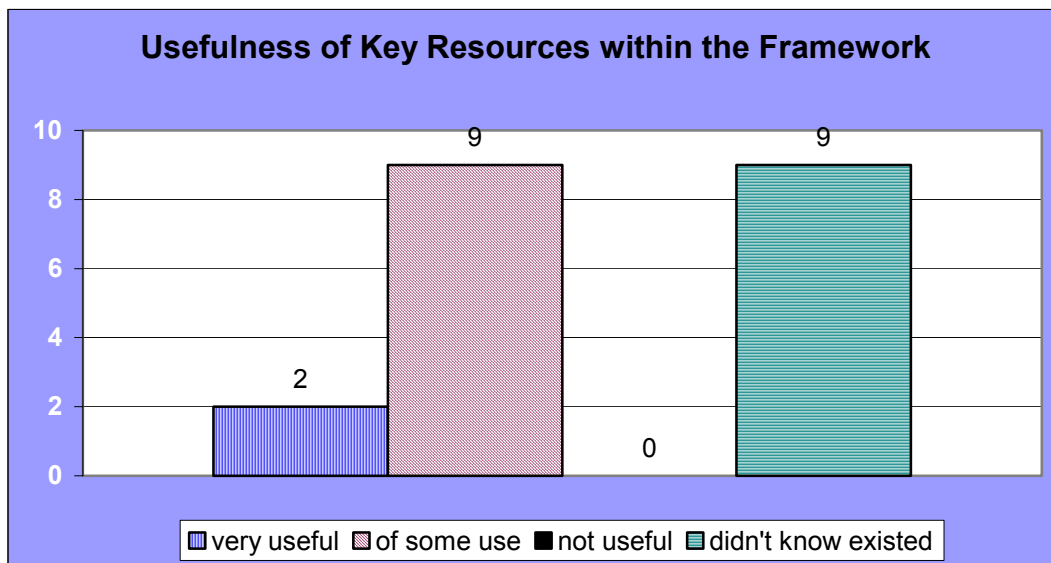


Figure 6 – Participants rating of the usefulness of Key Resources Database

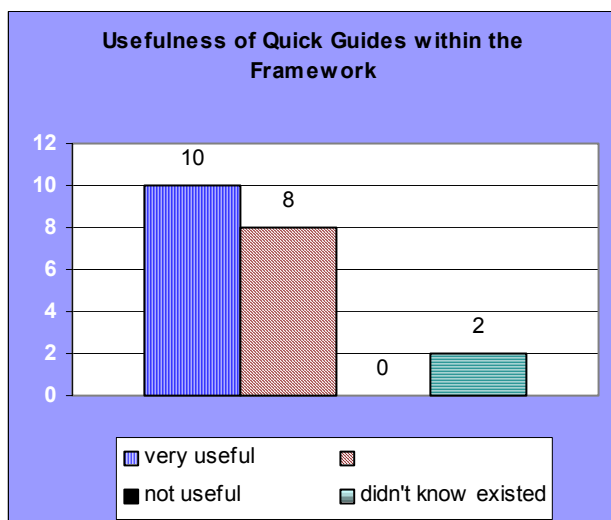


Figure 7 – Participants rating of the Quick Guides to Framework project teams

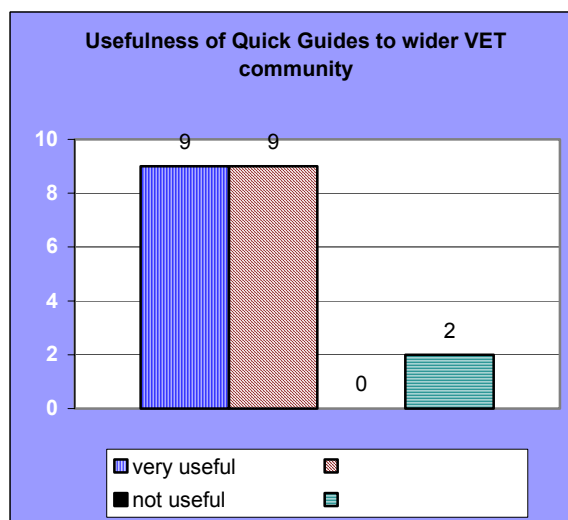


Figure 8 – Participants rating of the Quick Guides to the VET Community

When asked if participants wanted to make specific comments about the usefulness of Quick Guides, the following remarks were made:

*“They [the Quick Guides] are very good for a quick overview”.*

*“The Interoperability Quick Guide was very useful to me, but I was not really aware of them before November 2002”.*

*“I am currently using the Online Facilitation Quick Guide as my main source of inspiration for workshops on online facilitation for CIT teachers”.*

*“I have to admit that I have not read them, but the topics look spot on”.*

Survey respondents were also asked to provide specific topics that they would like to see made into Quick Guides. The three topics suggested were:

- Standards (other than technical)
- Communities of practice
- Blended learning.

The last question in this section asked survey participants if they had any general comments concerning Sharing Knowledge publications. The comments received are as follows.

*"I was concerned that they [the Quick Guides] would not be easily found. When I looked at the website [flexiblelearning.net.au] I did a search because I knew they existed. However if you didn't know that I was concerned that I might not be able to find them. I also did a 'Google' search on 'quick guides online learning' and they came up as number 5 on the results list. That made me more hopeful. I think the challenge is going to be getting people to know they exist".*

*"I would like the opportunity to provide feedback on them [the Quick Guides] in draft form".*

*"I don't know much about the other [products] apart from the Quick Guides".*

### **Analysis of the results**

Clearly the survey results show that there is both a lack of awareness and understanding about the resources database product developed by the Sharing Knowledge team. This is particularly disturbing as this product provides descriptions about resources (including reports and products) developed both within and external to the Framework. On the other hand, with the recent changes to the management of the Framework, from a project to program basis, as well as the commencement of the Maintenance of Website and Framework Products and Services project, a dedicated project to resources produced by the Framework, the level of awareness of resources is expected to rise throughout 2003.

In contrast, the development of the Quick Guides by the Sharing Knowledge team has been well received by those surveyed and provide a useful tool for providing information to both Framework participants and the wider VET community. There is evidence to suggest that the profile of the Quick Guides could and should be increased as well as the need to position these documents in a centrally, easily accessible area on the Framework website.

The main improvement identified from survey respondents involves the need to factor marketing and communication strategies into the required outcomes from the Sharing Knowledge project.

### **Suggested improvements for the Sharing Knowledge project**

The final section of the survey provided respondents with five potential ways that a project like Sharing Knowledge could help project teams in managing Framework projects as well as provide participants with an opportunity to give general comments. The results and comments received can be found in Figure 9 on the following page.

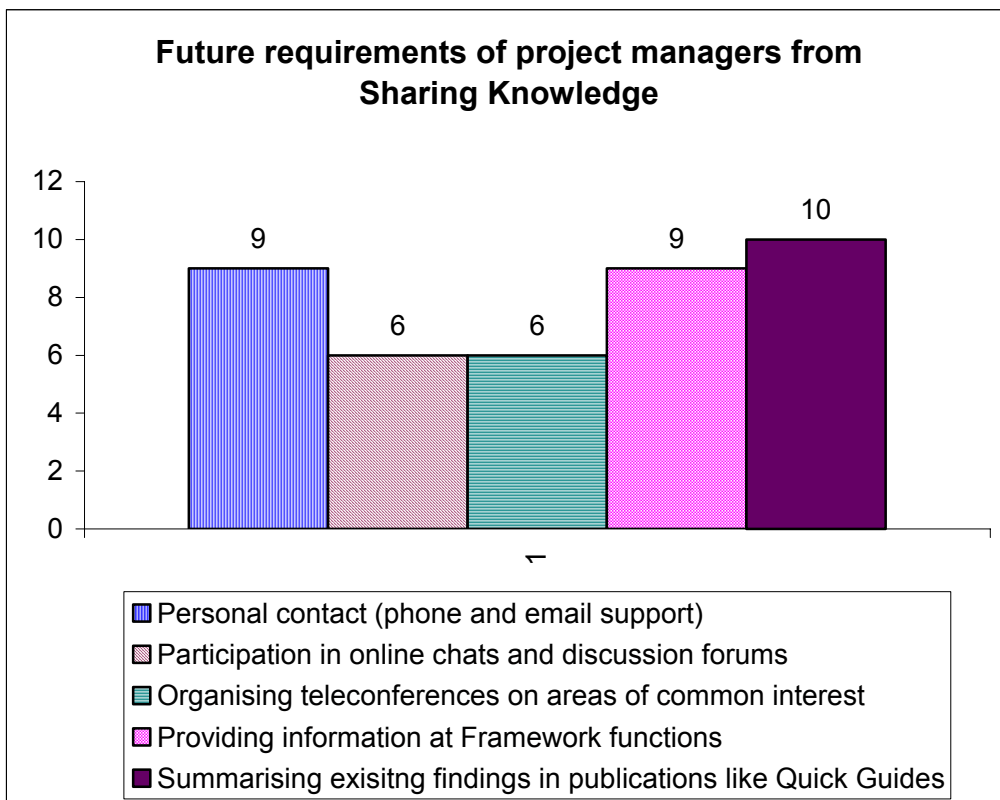


Figure 9 – Participants views on the future requirements of Framework Project Managers from the Sharing Knowledge project

*“I chose ‘Summarising existing findings in publications like Quick Guides’ because it would be good to be advised, at the time of taking on a Framework project, that the relevant resources such as Quick Guides and the database is PUSHED in the FACE of the people proposing their project, with a criteria for the [project] proposal to include evidence that the Quick Guides and database have been examined. Including that procedural requirement can advance the issue of impact of this work. How this is done, e.g. the communication method, is irrelevant in my opinion. All of the options listed above would be suitable means”.*

*“Until we come up with some sort of all seeing, all dancing application, people are going to remain the most effective way of disseminating and brokering information. Project managers tend to operate from a very situational perspective and need insights into how to resolve particular problems at the point when those problems / issues / tasks arise. No ‘repository’ of information or collection of readings is going to get close to being really useful. One strategy (failing funds to support a human point of contact) would be to design a problem / issue / task based interface that links back to a vast database of knowledge ‘bytes’ that can be used to provide insights into a given problem. I am still concerned that there does not seem to have been any mapping of the actual roles and processes that constitute the bread and butter of any given project. Until that mapping has occurred, it seems that there is no criteria for testing the validity of any given product or solution. Given that in some ways, a project is like a ‘course’ with a big assignment at the end, punctuated by ‘formative’*

*assessments, the AQTF model might be a useful test of the efficacy of any of these resources and the underpinning processes”.*

*“I would like to know if there is anyone I can talk to on an ad hoc basis about both general and specific details about projects, including:*

- The project topic or subject matter*
- An objective assessment on the strengths and weaknesses of specific projects*
- Insight on how the project proposal process works*
- Project managers discussion forum (online or teleconference) where the FLAG Secretariat are facilitators and project managers set the agenda to discuss the issues that are important to them”.*

*“I found the personal phone calls and emails very effective, but they must be very time consuming!”*

### **Analysis of the results**

The first observation that can be drawn from this section of the Sharing Knowledge Evaluation survey is that a number of participants have taken the opportunity to make broad comments about project support for teams across the Framework rather than just the support function of the Sharing Knowledge project.

In addition, the results of this section indicate that project managers continue to require research project support throughout the life of their project. This does not necessarily mean that project managers need to be brought together on a regular basis, rather some sort of multifaceted support network (including email, online forums, teleconferences and Framework functions) needs to be available for project teams to contact and the teams need to be aware of this support network's existence.

The Sharing Knowledge project has made steps towards achieving this outcome, however without the appropriate level of marketing and promotion, problems regarding awareness will continue. With the recent changes to the focus to the Framework, from a project to program basis, some of the concerns raised by respondents should be addressed through closer contact with program leaders.

## 5. Conclusions from the Evaluation Survey

By preparing the evaluation survey of the Research Links and Sharing Knowledge projects, the Backroad Connections team has highlighted the importance of defining the what the successes and failures of the projects are so that lessons can be learnt and future iterations of this type of project can be better targeted to the needs of Framework project teams.

The Sharing Knowledge project has provided useful products and information for the Framework and the wider VET community through the development of the Quick Guides and resources database. The survey found that Quick Guides serve a purpose in collating and synthesizing information from Framework projects and providing the VET sector with a guide on achieving outcomes and outputs on specific topics.

The Sharing Knowledge team has also played an important role in assisting and informing Framework project teams. Those who sought assistance from the Sharing Knowledge team were happy with the response or information they received. In addition, the Sharing Knowledge team actively lead and participated in Framework forums such as Net\*Working 2002 and project managers meetings as a means of sharing the information collated and attempt to prevent duplication of work already completed.

Despite the successes of the project, problems with both the awareness of the products and services provided to Framework teams are apparent from the results of the survey. The low participation rate, particularly by project managers from *Strategy 2000*, is one indicator of this problem. The Sharing Knowledge project did not commence until three quarters of the way through *Strategy 2001*. The information synthesized by the Sharing Knowledge team, from *Strategy 2000* projects, was derived from the final reports and completed products of these projects. Similarly, the Sharing Knowledge team had limited or late contact with project managers from *Strategy 2001*.

Another problem, which added to the lack of awareness of the Sharing Knowledge project, resulted from the lack of allocation of funding for the promotion and marketing of the project outputs. It is important to note that this problem has now been addressed with the introduction of specific projects in 2003 designed to evaluate Framework products and promote them to the appropriate audience.

The final outcome that can be derived from the Sharing Knowledge evaluation survey relates to the ongoing need for Framework project teams to receive a multifaceted support network for the duration of projects. Combinations of specifically targeted emails, online forums, teleconferences and Framework functions remain a necessity to ensure the continuation of successful projects. With the change of focus from a project to program based Framework, it is anticipated that the collaborative networks within and between programs will address this problem.

# **Appendix A - Sharing Knowledge Evaluation Survey**

## **Introduction**

### **About the survey**

This survey is being conducted for the evaluation of the Sharing Knowledge project covering Strategy 2000, Strategy 2001 and Strategy 2002 projects under the Australian Flexible Learning Framework (the Framework) to gauge the effectiveness of this project and to provide feedback to the Framework Management Team.

The Sharing Knowledge project (originally known as Research Links) was established to provide linkages and share findings and experiences amongst the Framework's strategic projects and with the wider VET community.

This survey evaluates two components of the project; support to project managers, and the usefulness of project publications (the "Key Resources" publication and the "Quick Guides"). Other aspects of the project include the development of a database of resources for the flexiblelearning.net.au website. Recommendations on this matter can be found in the project Final Report.

Please note that it is anticipated that the completion of this survey will take between 5 and 10 minutes of your time.

Questions denoted with an asterisks (\*) are compulsory and must be answered in order to complete the survey.

### **Who is being surveyed**

The main target group for this survey is the project managers for Strategy 2000, Strategy 2001 and Strategy 2002 projects, hence you have been invited to respond. As the project manager you may wish to pass this survey on to another member of your team, or organise additional responses. For example another member of your team may have had greater involvement in the day-to-day running of your project and be better able to provide feedback for this survey; or you might want the survey completed by a consultant who conducted part of your project. We are interested in responses from project managers and anyone who had contact with the Sharing Knowledge team (Lin Thompson, Jack Gilding, and in the early stages of the project Lyndall Jones).

Please do one or both of the following:

- complete the survey yourself, or
- pass the login to another member of your team for a response or an additional response.

### **If you managed more than one Framework project**

You may choose either to fill out one survey covering all the projects you managed or complete a survey for each project. Please fill out the first page appropriately.

### **Confidentiality**

You can fill this in anonymously if you wish. The raw survey results will be accessed directly by ANTA and not by the Sharing Knowledge team to encourage you to provide impartial comments. Quotes from your response may be used anonymously unless you indicate otherwise in the last question of the survey.

## About you and your role

Name (optional):

Email address (optional):

Phone number (including area code) (optional):

Your role in this project(s)

- Project manager
- Other member of project team
- Consultant/contractor for part or most of project.
- Other: \_\_\_\_\_

## Projects covered

How many projects does this response cover (please note the same project in two years would count as two projects)?

• 1	• 2	• 3	• 4	• 5+
-----	-----	-----	-----	------

Names of project(s) this response covers (optional): \_\_\_\_\_

## Your awareness of the Sharing Knowledge project

Were you aware of the Sharing Knowledge project prior to receiving this survey? (Yes / No)

Comments on your existing knowledge of the Sharing Knowledge project: \_\_\_\_\_

How did you find out about the project:

- When a member of the project team contacted me.
- Other: \_\_\_\_\_

## Support you have received from the Sharing Knowledge project

One part of the role of the Sharing Knowledge project is to assist project managers by sharing information about other Framework projects and external research via phone, personal contact or email.

Did the Sharing Knowledge team assist you with information or support during the conduct of your project?

• Yes	• No	• Assistance was not required	• They did not contact me [go to Question 19]
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Can you please tell us in what way they were able to support you? \_\_\_\_\_

How did this help you or your project? \_\_\_\_\_

Could they have assisted you further and in what way might they have done that? \_\_\_\_\_

We are interested to know more about how and when communications occurred and who initiated contact.

Can you recall at what time within your project the Sharing Knowledge project team were able to assist you or your team(select one):

- At the beginning phase

- During the project
- Both at the beginning and during the project
- Don't specifically recall

How was the contact made? One of the Sharing Knowledge team made contact with us (select one or more):

- by phone
- in person
- by email
- at a Framework function (eg workshop, NET\*Working conference)
- Other: \_\_\_\_\_

Did you initiate contact with, or seek assistance from any of the Sharing Knowledge team members: Yes/No

If so what was the nature of your request or communication? \_\_\_\_\_

Were they able to assist? \_\_\_\_\_

### Preference for future assistance

What would be your preferred method(s) of contact for support from the Sharing Knowledge project:

- via phone
- in person
- email (note that the online survey has a spelling mistake here for email)
- at Framework functions (eg workshop, NET\*Working conference)
- Other: \_\_\_\_\_

### Publications from the Sharing Knowledge project

The Sharing Knowledge project disseminates knowledge from Framework projects and selected external research literature through:

- The publication **Key resources from the Australian Flexible Learning Framework - 2000 and 2001** which summarised reports from Framework projects and some external resources.
- The **Quick Guides** series available at <http://flexiblelearning.net.au/guides/>

How useful have you found Sharing Knowledge publications **to inform yourself or your project?**

#### Key resources from the Australian Flexible Learning Framework

• very useful	• of some use	• not useful	• didn't know existed
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#### Quick Guides series

• very useful	• of some use	• not useful	• didn't know existed
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How useful do you rate the Quick Guides for sharing information **about project findings with the wider VET community?**

• very useful	• of some use	• not useful	• didn't know they existed
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Do you have comments on the content or usefulness of specific Quick Guides: \_\_\_\_\_

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Are there any specific topics or issues you believe the Quick Guides need to cover in the future:

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Any other general comments on Sharing Knowledge publications: \_\_\_\_\_

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### **Suggested improvements**

This section seeks your views about how the Sharing Knowledge project could help you more, and about other ways information could be shared between Framework projects.

Which of the following are the **most important** ways in which a project like Sharing Knowledge could help you in managing Framework projects:

(select as many as you think are important):

- Personal contact (phone and email support)
- Through participation in online chats and discussion forums.
- Organising teleconferences on areas of common interest to Project Managers (eg evaluation techniques, information management) as they arise.
- Providing information at Framework functions events such as NET\*Working or conferences.
- Through summarising existing findings in publications such as Quick Guides.

Any general comments on how to facilitate sharing of information between Framework projects? \_\_\_\_\_

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### **The last question**

#### **May we quote you?**

My free text comments may be used:

- for quoting anonymously in a public evaluation report
- for internal information of ANTA only
- with my name in any public evaluation report

Thankyou for your participation. This will help us improve support to current and future Framework projects.

Any queries or comments should be addressed to:

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