



# Teacher guide

*Forest and Forest Products Industry Training Package FPI05*  
*Series 12 Flexible Learning Toolbox*

*Timber Toolbox*

*Supporting resources for Certificate III qualifications in the FPI05*



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# Introduction

Welcome to the Timber Toolbox, providing a set of resources for training and assessing timber workers in six competencies from the Forest and Forest Products Industry Training Package (FPI05). The competencies covered are:

*FPICOR2201A: Work effectively in the forest and forest products industry*

*FPICOR3201A: Implement safety, health and environment policies and procedures*

*FPICOR3202A: Conduct quality and product care procedures*

*FPICOR3204A: Visually assess materials*

*FPICOT3236A: Coordinate stock control procedures*

*FPICOT3204A: Prepare and interpret sketches and drawings*

Each of these competencies is highly suitable for online or CD-ROM-based delivery, due to its emphasis on underpinning knowledge and concepts.

By delivering these units online, the workplace trainer is able to devote more of their face-to-face training time to the 'hands-on' competencies that require direct instruction and supervision, such as those involving machinery operation and other practical skills.

E-learning also allows learners to study the concepts in their own time, and communicate with their trainer via email, phone or the web. If they wish, learners can also carry out research on the internet while they are working on the course content.

This Teacher's Guide is designed to help the workplace trainer to get the most out of the Toolbox. The Guide suggests ways of presenting the subject matter to ensure that learners are given opportunities to collaborate with others and apply the concepts they are learning to their own workplace situation. It also provides information on the link between the six learning modules in the Toolbox and the competencies that they support.

## Alignment to competencies

Set out below is the alignment of each learning module in the Timber Toolbox to its respective unit of competency, the qualifications that the unit is typically found in, and a brief description of the content.

### Working effectively

Unit of competency: *FPICOR2201A Work effectively in the forest and forest products industry*

Packaging rules: Core competency in all FPI05 Certificate II and III qualifications

Description: Provides an introduction to the Forest and Forest Products Industry, covering rules and responsibilities, awards and agreements, and how to plan a day's work.

### Safety and environment

Unit of competency: *FPICOR3201A Implement safety health and environment policies and procedures*

Packaging rules: Core competency in all FPI05 Certificate III qualifications

Description: Introduces the Occupational Health and Safety Act, environmental legislation, how to carry out a risk assessment and how to report incidents.

### Quality and product care

Unit of competency: *FPICOR3202A Conduct quality and product care procedures*

Packaging rules: Core competency in:

FPI30205 Certificate III in Harvesting and Haulage

FPI30305 Certificate III in Sawmilling and Processing

FPI30405 Certificate III in Wood Panel Products

FPI30505 Certificate III in Timber Manufactured Products

FPI30605 Certificate III in Timber Merchandising

FPI30805 Certificate III in Wood Machining

Group B competency in:

FPI30105 Certificate III in Forest Growing and Management.

Description: Looks at the costs associated in maintaining quality in the workplace, and the responsibilities all employees carry for monitoring quality in their own work.

## Assessing materials

Unit of competency: *FPICOR3204A Visually assess materials*

Packaging rules: Core competency in:  
FPI30305 Certificate III in Sawmilling and Processing  
FPI30405 Certificate III in Wood Panel Products  
FPI30505 Certificate III in Timber Manufactured Products  
Group B competency in:  
FPI30105 Certificate III in Forest Growing and Management  
FPI30205 Certificate III in Harvesting and Haulage  
FPI30605 Certificate III in Timber Merchandising

Description: Covers how to prepare the work area, the process of carrying out a visual assessment and sending the material to its destination.

## Stock control procedures

Unit of competency: *FPICOT3236A Coordinate stock control procedures*

Packaging rules: Group B competency in:  
FPI30605 Certificate III in Timber Merchandising  
Group C competency in:  
FPI30305 Certificate III in Sawmilling and Processing  
FPI30405 Certificate III in Wood Panel Products  
FPI30505 Certificate III in Timber Manufactured Products  
FPI30705 Certificate III in Saw Doctoring

Description: Provides information on monitoring stock levels, ordering, receiving and despatching stock, producing inventory reports and dealing with stock losses.

## Sketches and drawings

Unit of competency: *FPICOT3204A Prepare and interpret sketches and drawings*

Packaging rules: Core competency in:  
FPI30705 Certificate III in Saw Doctoring  
FPI30805 Certificate III in Wood Machining  
Group B competency in:  
FPI30505 Certificate III in Timber Manufactured Products  
FPI30605 Certificate III in Timber Merchandising

**Description:** Looks at the different types of drawings used in the timber industry, common architectural symbols, three-dimensional images, and using and interpreting drawings.

## Employability skills

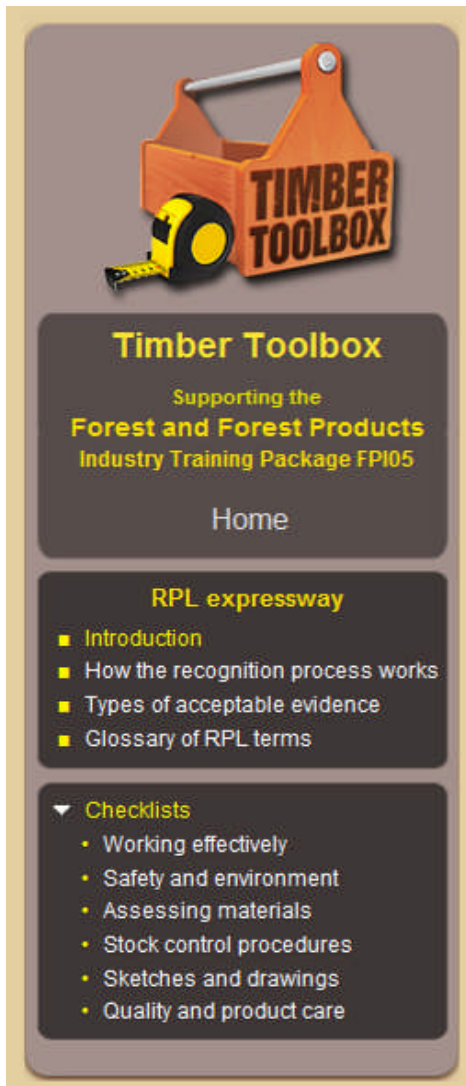
Employability skills are sometimes referred to as generic skills, core skills, essential skills, capabilities or key competencies. They have been included in the Forest and Forest Products Industry Training Package (FPI05) as summaries for each qualification. The competencies covered in the Timber Toolbox all have the same Employability Skills, due to their availability in overlapping qualifications.

The Employability Skills are set out below, together with a range of learning and assessment strategies that can be used to reinforce them. The learning activities and assessment tasks in the Toolbox are designed to allow teachers to implement all of these strategies in their delivery of the modules.

For more information about Employability Skills for individual qualifications, please consult the Forest and Forest Products Industry Training Package (FPI05).

<b>Employability Skill</b>	<b>Learning and assessment strategies</b>
Communication	<ul style="list-style-type: none"> <li>• Preparing and presenting written and verbal reports</li> <li>• Working in groups</li> <li>• Communicating with and responding to work colleagues and customers</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Working in a team</li> <li>• Interactive activities</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>• Case studies</li> <li>• Researching</li> <li>• Problem solving in teams and networks</li> <li>• Decision making activities</li> </ul>
Initiative and enterprise	<ul style="list-style-type: none"> <li>• Suggesting changes and improvements</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>• Developing action plans</li> <li>• Planning and organising</li> <li>• Collecting and analysing information</li> </ul>
Self management	<ul style="list-style-type: none"> <li>• Work plans</li> <li>• Career planning exercises</li> </ul>
Learning	<ul style="list-style-type: none"> <li>• Using skills in different contexts</li> <li>• Self-evaluation tools</li> </ul>
Technology	<ul style="list-style-type: none"> <li>• Using the internet</li> <li>• Using ICT skills to complete activities</li> </ul>

# Recognition of Prior Learning (RPL)



Menu bar for the *RPL Expressway*

The Timber Toolbox contains an ***RPL Expressway*** to help learners decide whether they should apply for recognition of prior learning in any of the units covered. This section provides information on how the RPL process works, as well as an 'RPL checklist' for each of the competencies covered in the Toolbox. The checklists can also be accessed from within their respective units via the left hand menu bar.

The RPL Expressway advises learners to follow the steps shown below if they wish to apply for recognition of prior learning in some or all of the elements of a unit:

1. **Identify their existing skills**, by working through the RPL checklist for that unit and ticking the skills they believe they already possess. This page can then be printed off for future reference. Learners are also advised to read through the full ***unit of competency*** from the Training Package, which is provided in a PDF document, linked at the bottom of the ***RPL checklist*** page. They should then discuss the details with their supervisor or trainer.
2. **Prepare the evidence**, by collecting any documentation and other forms of supporting evidence that may help them to demonstrate their competence to an assessor. Various suggestions and examples are provided on the ***Types of acceptable evidence*** page.
3. **Contact their training provider**. In many cases, this would be done by the learner's workplace supervisor or trainer/assessor. However, a link is provided to the National Training Information Service (NTIS) website, which lists all registered training organisations that deliver the particular qualifications.
4. **Undertake the assessment**, by presenting the supporting evidence to their assessor, as well as performing any on-the-job demonstrations required.

The assessor needs to ensure that the evidence provided is sufficient, valid, reliable and current to meet the evidence requirements as set out in the Training Package. They may require some additional evidence if there are gaps in the material presented. This may include an on-the-job demonstration of their skills.



# Toolbox design

All units in the *Timber Toolbox* follow the same layout and structure, as detailed below. Although the pages within each section are designed to be read sequentially, learners can go to any page by using the 'dynamic' left hand menu bar.

A full site map is provided in the *Toolbox Tour*. This can be accessed from the Home page.

## Unit structure



Menu bar for the unit Working effectively, showing the dynamic drop-down list in the section 'Your place in the industry'

**Introduction:** providing a general introduction to the unit and describing the various sections that make up the learning content.

**Glossary:** listing key words and their meanings.

**Resources:** containing links to all PDF, Word and Flash files used throughout the unit.

**RPL checklist:** providing a self-assessment checklist for people considering applying for RPL in the unit, as well as a link to the unit of competency.

**Unit guide:** summarising the main features of the unit.

### Individual sections

**Your job:** providing an overview of the topics covered in that section, and the method for working through the subject matter, learning activities and assessment tasks.

**Supporting topics:** dividing the content into discrete 'chunks', with each one having a Learning Activity designed to reinforce the principles discussed in that topic.

**Task:** providing a set of questions or an assignment on the topics covered, suitable for use as an assessment exercise.

**Case study:** containing a slideshow presentation of a typical worker in that field of activity, with a voice over explaining how they would answer the Task questions.

## Context

Because of the wide diversity in job types throughout the timber industry, ranging from forest workers in remote areas to retail shop staff in the suburbs, the Timber Toolbox does not use a 'virtual workplace' as a continuing theme between the units. Instead, a strong grounding in real-world workplace contexts is achieved through varied case studies and examples taken from each of the sectors in the industry. Photos are used extensively in the supporting topics, together with descriptive captions explaining the link between the image and the concepts being discussed.

The learning activities are designed to reinforce the concepts presented and encourage the learner to apply the principles to their own workplace situation. The Task questions are also directly applicable to the learner's own workplace experiences.




## Key features

The instructional design approach taken in the Toolbox is to present all learning content in the context of its application in the workplace. For this reason, the conventional textbook model of providing learning material first and assessment questions last has been inverted, so that the task, or goal, is presented up front, much like a worker being given a new job to do. Once they have understood the objective they are working towards, they are then given the information necessary to achieve it.

In keeping with this task-oriented approach, the first page in each section of the units is called '**Your job**', where the learner is introduced to the subject matter and presented with the **Task** for the section. This gives them advance notice of the assessment questions they will need to answer, which should help them to identify gaps in their knowledge and areas they need to pay particular attention to as they read the content material. It also allows people who already have a sound understanding of the topics to fast track their progression through the material.

The **Task** is designed to be completed as an assessment activity and submitted to the trainer for marking. There are three buttons at the bottom of the Task page, providing learners with three options for completing and submitting the questions – email, Word file, and PDF for printing out a hard copy.

Your trainer may ask you to complete this Task as a formal assessment exercise. To answer the questions in writing, click on the appropriate format below. If you prefer to record your answers in an audio file, speak to your trainer about the best way to go about it.

-  **EML (2 KB)** Answer these questions in an email to the trainer
-  **DOC (122 KB)** Save these questions in a Word document, to print or send as an email attachment
-  **PDF (129 KB)** Save these questions in a PDF document, to print and write in the answers by hand

Instructions at the bottom of each *Task* page.

Sample answers to the Task questions are also provided by a 'case study' worker in the form of a Flash file, with a slideshow showing the person at work while they narrate their answers or describe the way they would approach the Task. The narration is also shown in a text format under the media player.

## Teaching and learning strategies

The teaching and learning strategies employed in the Timber Toolbox are both action-based and project-based. The Learning Activities are designed to allow the learner to apply new concepts to their own experiences or workplace situations, and the Task questions often require the learner to undertake research or complete an assignment back at their workplace.

The presentation style of the Learning Activities is varied, and includes discussion points, workplace research and an interactive exercise. Many of the activities are designed to stimulate discussion between the learner and their trainer, and also between various learners in different locations, via some form of electronic communication.

The Learning Activities are able to be undertaken as group exercises via the web or email. The Tasks can also be transmitted easily to the trainer via email.

## Target audiences

The target audience comprises timber industry workers undertaking Certificate III qualifications in the Forest and Forest Products Industry Training Package FPI05. Most of these learners will have no post-secondary education and some may have literacy difficulties. Typically they will have higher than average practical abilities. Their learning styles will tend to favour the presentation of highly contextualised information and a preference for trying out new ideas under actual workplace conditions, rather than reflecting on concepts at a theoretical level.

It is expected that many of the learners will live in regional or rural areas, and some will be in remote areas. This is a reflection of the fact that four of the industry sectors operate in close proximity to forests – Forest Growing and Management, Harvesting and Haulage, Sawmilling and Processing, and Wood Panel Products. The other two sectors are also well represented in these areas, but have a more extensive presence in cities and other built up areas – Timber Manufactured Products, and Timber Merchandising.

Typically, the RTOs delivering training in these competencies will provide mixed modes of delivery, so that they can accommodate the broad spread of learners in a wide range of locations. Because of this, contact between the learners and their trainer is likely to be through periodic face-to-face visits, maybe every month or two, interspersed with email or web-based correspondence. In some instances, teleconferences or individual phone calls may also be used.

## Knowledge and skill requirements

There are no formal knowledge or skill prerequisites for the units in this Toolbox. However, all learners are expected to be employed in the industry, to allow them to apply the material to their own workplace experiences, and undertake workplace-based assignments.

To demonstrate competence in the six units, as well as completing the learning activities, learners will typically need to demonstrate their ability to apply the skills in a workplace context, through practical demonstrations or third-party reports.

## Literacy requirements

The text used throughout the Timber Toolbox is pitched at a Year 9 reading level, to accommodate the broadest range of literacy abilities without compromising the depth of information that can be presented in a text-based format. The instructional design has been constructed in such a way as to reduce the reliance on text to present material, such as through the use of case study slideshows with voice-over narrations and a range of graphic-based learning exercises.

In instances where learners require extra assistance to work through the material in the Toolbox, trainers should look for ways to support them with their reading and writing. This may include pairing them with another learner who has better literacy skills, or asking their workplace supervisor or another trusted person to help them.

Note that the competencies covered in this Toolbox all require some level of literacy ability as part of their performance criteria, such as reading order forms, filling out production sheets or completing workplace checklists. For this reason, the Tasks are always in the form of written exercises, to encourage the learner to put pen to paper or use their computer keyboard to construct sentences, or at least use written words. Teachers should ensure that the language and literacy demands of the assessment tasks are no higher than those required in the work role of the learners.

The case studies provide literacy support for the Tasks, through the use of a voice-over narration and accompanying script. These scenarios often provide sample answers to the Task questions, or helpful background information in ways to approach particular Task assignments.

At the top of each Task page, learners are advised that they may submit an audio file if they wish to answer the questions verbally. However, this option should only be offered to learners who are clearly unable to complete the task in writing, and do not have the support structures available to receive literacy assistance while they are composing their answers to the task questions.

## Learning activities

Each unit in the Timber Toolbox contains two or more sections. Within each section are 'supporting topics' that provide the content information for that subject area. At the bottom of the supporting topic pages are Learning Activities, designed to reinforce the concepts presented and allow the learner to apply them to their own workplace situation.

For learners who are undertaking group training, or have access to learners in other locations, the Learning Activities also provide the opportunity for them to share their thoughts and discuss the similarities and differences in their experiences.

Set out below are the individual Learning Activities contained in the Toolbox.

### Working effectively

#### Section 1: Your place in the industry

Supporting topic	Description of learning activity
<b>Sectors in the industry</b>	Asks the learner to identify their job role and industry sector, and describe their day-to-day responsibilities and the skills they need to do their job.
<b>Rules and responsibilities</b>	Asks the learner to research the laws, regulations and guidelines that govern particular aspects of their work. A number of web-links are listed for this research.
<b>Awards, agreements and unions</b>	Asks the learner to find out whether their job is covered by an industrial award or an enterprise agreement.
<b>Equal employment opportunity</b>	Provides a number of scenarios relating to equal employment opportunities. The learner is asked to discuss how EEO principles would apply to each situation.

#### Section 2: Good planning

Supporting topic	Description of learning activity
<b>The PDCA cycle</b>	Presents a scenario for using the PDCA (Plan-Do-Check-Act) cycle, and asks the learner to put the steps in the correct sequence.
<b>Drawing up a plan</b>	Prepares the learner for the Task for this section by introducing the first stages of drawing up a plan.
<b>The importance of feedback</b>	Provides a questionnaire that presents a series of responses to feedback given, and asks the learner to rate the responses as either 'good' or 'bad'.
<b>Professional development</b>	Asks the learner a series of questions relating to improving their performance at work, and ways of following up on professional development opportunities.

## Safety and environment

### Section 1: Putting safety policies into practice

Supporting topic	Description of learning activity
<b>Rights and responsibilities</b>	Tests the learner's general knowledge of OHS and the rights and responsibilities of staff and employees.
<b>Workplace procedures</b>	Asks the learner to list the names of the main procedures they use in their workplace and describe the formats they are presented in.
<b>Consulting with employees</b>	Asks the learner to describe the consultation arrangements in their organisation and how employees' feedback on OHS issues is recorded and passed on to management.
<b>OHS management systems</b>	Follows on from the Workplace procedures exercise and asks the learners to discuss other documents they are involved with from their company's OHSMS in the course of their normal work duties.

### Section 2: Managing risks

Supporting topic	Description of learning activity
<b>Identifying hazards</b>	Looks at the most common injuries that occur to production workers in the timber industry and the main causes of those injuries.
<b>Assessing risks</b>	Asks the learner to analyse the risk ratings provided in a sample risk assessment for a typical workplace scenario.
<b>Controlling risks</b>	Follows on from the Assessing risks exercise and asks the learner to identify the types of control measures that have been selected in the sample risk assessment.

### Section 3: Dealing with emergencies

Supporting topic	Description of learning activity
<b>Emergency evacuations</b>	Asks the learner to describe how employees at their workplace are made aware of the emergency evacuation procedures and to discuss the procedure for carrying out an emergency evacuation drill.
<b>On-site fires</b>	Requires the learner to look at a number of materials likely to be involved in a fire and sort them into designated fire 'classes'.
<b>Hazardous spills</b>	Asks the learner to discuss the hazardous liquids that they handle in their work and, in the event of a spill, how these would be cleaned up using a spill kit.

## Section 4: Caring for the environment

Supporting topic	Description of learning activity
<b>Laws and regulations</b>	Requires the learner to use the internet to research and discuss the 'Codes of Practice' relating to environmental care relevant to their work.
<b>Stormwater and wastewater</b>	Tests the learner's general knowledge of stormwater and wastewater.
<b>Dealing with waste</b>	Discusses recycling rates in Australia and asks the learner to select materials in percentage order, starting from the highest level of recycling and finishing with the lowest.
<b>Hazardous materials</b>	Asks the learner to answer a series of questions relating to an MSDS.

## Assessing materials

### Section 1: Preparing the area

Supporting topic	Description of learning activity
<b>Things you need to consider</b>	Asks the learner to draw a simple floor plan of the area in the workplace where they carry out visual assessments. A sample floor plan is provided to assist with the exercise.

### Section 2: Making the assessment

Supporting topic	Description of learning activity
<b>Cross-checking with the standards</b>	Asks the learner to consider the standards and processes they use to carry out the visual assessment of materials or products at work.

### Section 3: Distributing the material

Supporting topic	Description of learning activity
<b>Working productively</b>	Follows on from the 'Preparing the area' activity. The learner is asked to add the next stage that the product or material goes to after it leaves their hands. Again a sample floor plan is provided.

## Stock control procedures

### Section 1: Monitoring stock levels

Supporting topic	Description of learning activity
<b>Timber as a stock</b>	Shows drawings of various forms of degrade in timber, and asks the learner to match up the names and types of degrade in a drag and drop

<b>item</b>	exercise.
<b>Stock level fluctuations</b>	Asks the learner to list reasons for fluctuations in stock usage at their workplace. Some suggestions are provided to assist.
<b>Stocktaking</b>	Asks the learner to discuss a series of questions relating to stocktaking.

## Section 2: Controlling stock movements

<b>Supporting topic</b>	<b>Description of learning activity</b>
<b>Reordering stock</b>	Provides the learner with a set of discussion points relating to ordering stock, including reorder cycles and JIT approaches.
<b>Inflows and outflows</b>	Shows an animation of typical stock movements in a business and asks the learner to note the various documents used to record these movements.
<b>Stock security</b>	Requires the learner to walk around their work premises and note any areas where the theft of stock could occur without being detected.

## Sketches and drawings

### Section 1: Reading drawings

<b>Supporting topic</b>	<b>Description of learning activity</b>
<b>Two dimensional drawings</b>	Provides the opportunity for the learner to practise the skills required to visualise plan views and elevations.
<b>Three dimensional drawings</b>	Shows four sets of drawings of timber stud configurations, and asks the learner to group the drawings correctly in a drag and drop exercise.
<b>Interpreting information</b>	Asks the learner to match up a list of names with the architectural symbols they represent on a building plan in a drag and drop exercise.

### Section 2: Producing drawings

<b>Supporting topic</b>	<b>Description of learning activity</b>
<b>Basic drawing equipment</b>	Provides discussion points on types of drawings used in the workplace, standards that apply, and drawing instruments used.
<b>Freehand sketching</b>	Asks the learner to carry out a series of freehand drawing exercises.
<b>Drawing plans and elevations</b>	Asks the learner to do a freehand drawing and mark in dimensions.
<b>Drawing in 3D</b>	Asks the learner to reproduce the three isometric drawings shown, either freehand or with the aid of a ruler.



## Quality and product care

### Section 1: Your responsibilities for quality

<b>Supporting topic</b>	<b>Description of learning activity</b>
<b>Day to day responsibilities</b>	Provides a sample job description and asks the learner to compare their responsibilities for quality to those in the sample.
<b>Standards in the workplace</b>	Provides a list of Australian Standards commonly used in the industry and asks the learner to identify the standards that apply to their own work.
<b>Attitudes to quality</b>	Asks the learner to think of an example where a poor attitude contributed to a sub-standard product being produced, and to discuss ways of overcoming this problem.

### Section 2: The cost of maintaining quality

<b>Supporting topic</b>	<b>Description of learning activity</b>
<b>The cost of good quality</b>	Asks the learner to identify the different types of cost incurred in a range of workplace scenarios.
<b>The cost of poor quality</b>	This activity is combined with the activity above.
<b>Dealing with problems</b>	Asks the learner to consider some of the quality problems that they encounter in their day-to-day work, the causes of the problems, and possible solutions.

## Assessment

The Tasks in each unit of the Timber Toolbox are structured so they can be submitted as formal assessment evidence. Note that the assessor may need additional evidence before they are in a position to form a judgement about the learner's competence as defined by the Training Package unit evidence requirements. Additional evidence may include a practical demonstration, a third party report from the learner's supervisor, and examples of documents produced by the learner at their workplace.

The assessor should consult the unit of competency for more information about assessment evidence, including the section headed: 'Critical aspects of evidence'. The full unit of competency is provided in each Toolbox unit as a PDF document in the Unit guide.

Set out below are the Tasks for each unit in the Toolbox.

## Working effectively

**Your place in the industry:** the learner is asked to give examples of rules or regulations that apply to their day-to-day work and describe how each affects the way they carry out their job.

**Good planning:** requires the learner to choose a workplace task that needs a plan of action and then answer a number of questions before, during and after they undertake the task.

## Safety and environment

**Putting safety policies into practice:** asks the learner to define their 'duty of care' obligations and describe some of the OHS provisions that they are responsible for.

**Managing risks** has a risk assessment exercise, designed to be carried out at the learner's work station.

**Dealing with emergencies** asks the learner to identify a range of fire extinguishers and name their contents and the fires they are suitable for.

**Caring for the environment** asks the learner to describe particular environmental care practices they use at work to address some typical environmental problems that can occur in the timber industry. They are also asked to name the "3 R's" of waste management and give examples of how to apply these principles in their own workplace.

## Assessing materials

**Preparing the area** asks the learner to list all of the resources and any other requirements needed to carry out a visual assessment job they have chosen.

**Making the assessment** requires the learner to visually assess products or materials they use in their job using a set of standards and to enter their assessment results onto an answer sheet.

**Distributing the material** requires the learner to look at the process for sending the materials they have assessed on to the next stage of production or handling, and to see whether there are any improvements that could be made to the efficiency of the system.

## Stock control procedures

**Monitoring stock levels** asks the learner to choose a stock item or product line that they are responsible for and answer a number of questions relating to it.

**Controlling stock movements** asks the learner to list the documents used by their company to record incoming and outgoing stock movements and to briefly describe the role that the document plays in the stock management system. The learner is also required to identify two high risk situations in their business where the theft of stock could occur and to suggest methods of reducing the risk.

## Sketches and drawings

**Reading drawings** shows a series of detailed drawings that contain technical information. The learner is asked to answer a number of questions by finding the relevant specifications in the drawings.

**Producing drawings** requires the learner to choose an item relevant to their work and suitable for drawing in a range of views including a plan view; front or side elevation; isometric projection; perspective; and a detail of a particular construction element. These may be drawn freehand, or with the aid of drawing equipment, or on a computer.

## Quality and product care

**Your responsibilities for quality** asks the learner to answer a series of questions about their day-to-day responsibilities for maintaining quality and product care, the standards used in their workplace and how attitudes to quality can affect the final product.

**The cost of maintaining quality** asks the learner to complete a table listing the most common quality problems that can occur in their job. Beside each problem they need to record its cause and propose a solution on how to overcome the problem.

## Suggestions for on-line teaching

Teaching in an online environment focuses on facilitating and guiding the learner's progress. Learners have significant learning resources available to them in the Timber Toolbox, in the workplace, and on the internet. Helping learners to navigate this information and pinpoint the relevant materials to meet performance criteria is the central role. It requires a clear statement of learning objectives and regular feedback on learner progress. Email and a bulletin board are powerful communication tools when applied in this context.

Toolboxes are designed to encourage learner collaboration through communication tools. It is the trainer's decision as to how to get feedback about this collaboration. The activities are customisable depending on requirements.

For example, a trainer might set up a bulletin board discussion around how to save energy in the home. A start and finish date might be set for the discussion, and a proportion of final assessment weighted to participation. Learners may be notified of these requirements by email, as well as through an initial posting on the bulletin board. The bulletin board (along with other tools) is a useful record of learner contributions for assessment purposes.

## Social networking

Every day, your learners communicate with each other in new and different ways, and emails and bulletin boards are not always the preferred options. Mobile phones, text messaging, and creating and sharing media files (videos, graphics, podcasts) are other common forms of communication that people currently use.

Social networking tools allow you to assist learners to network with other learners as they complete Toolbox activities.

For example, you can ask learners to create networks by:

- sharing their work in weblogs, for example writing in their own blog or sharing mobile phone photos in moblogs (mobile weblogs)
- collaborating with others to develop documents, for example using wikis to put together a report
- creating and sharing photos of their work using photo sharing software, for example Flickr
- creating and sharing bookmarks of sites they have found useful in research, for example, del.icio.us
- creating and sharing media files capturing their work, for example MP3s or video files
- sharing their evidence for assessment in social networking spaces on the internet.

## Communication activities

Throughout the tasks in this Toolbox there are many opportunities for learners to communicate with their colleagues. Below are some tips that could help you to set up and facilitate communication activities with the learners.

- You can use an online icebreaker in a computer training room or with learners who are at different locations.
- If you intend for your learners to collaborate online (using email, a learning management system, or a web discussion board) it's important to give them a chance to get familiar with each other by using the medium, before they get down to the serious part.

- Go to [www.thiagi.com](http://www.thiagi.com) for some ideas. Follow the link to Freebies, then to Training games.
- A group could:
  - work together to identify a similar problem/issue/opportunity that they will base their task on, then work individually with their own work teams, and later report back to the group as part of their own review process, or
  - work together if they are in the same organisation to identify a common problem/issue/opportunity, and then work on it as a team within their organisation.

## Preparing learners to use the materials

The following tips for teachers and learners highlight important information you should consider when introducing the use of Toolboxes into your curriculum.

- As a workplace trainer or supervisor, it is important to set aside adequate time to familiarise yourself with the Toolbox and its resources so you can properly support your learners. Teachers have reported the greatest successes when they first familiarised themselves with the Toolbox, integrating it with their course, developing student activities and additional material and thus guiding the learners through using the Toolbox.
- It is also important to plan ahead and obtain management support, set realistic timeframes for implementation and gain support from the learner's employer before introducing the Toolbox.
- Find out whether the learner will need literacy support to read the on-line material or complete the exercises. Workplace supervisors are often aware of the literacy difficulties of their employees, and often already have support mechanisms in place, such as pairing the worker up with another person with normal literacy skills.
- Make sure that you are aware of legislation and regulations which may impact on flexible delivery of the Toolbox. For example, learners working at home, traineeship agreements, apprenticeship agreements and enterprise-based arrangements.
- In a 2003 evaluation of Toolboxes, the overall message from teachers that 'structure means success' reflects their recognition that effort is required to integrate the Toolbox into their teaching delivery, just as is building in any new teaching resource. Flexible delivery is not about leaving learners alone to learn for themselves, but about using a new medium as a part of an overall teaching delivery structure that is well defined.
- Feedback from the same evaluation of Toolboxes suggested that orientation sessions appeared to be a feature of the more successful trials. Providing orientation to the Toolbox in a practical, face-to-face session with learners actually using the Toolbox is clearly a key to a successful use. It provides a mixture of technical and pedagogical assistance that aligns the Toolbox with the curriculum and the course.
- If you choose to include discussion board exercises, you will need to set up discussion threads prior to commencing the activity. You will also need to advise learners of these requirements if you have not included instructions in the Toolbox content.
- You should also encourage learners to use the discussion board to ask for assistance if they are unsure of where to find a resource. You may need to provide instructions to the learners on how to use communication tools such as e-mail, discussion board or chat.
- If you are delivering the program online, email will be the primary method of communication with your learners, so ensure that you have a clear system of email folders for managing the traffic.
- Send a weekly email to all learners with reminders of the tasks that should be completed, the tasks in progress with reminders for times of chats or forums during that week. Alerting learners to activities for which they should be undertaking individual learning (eg in learning

tasks and learning packs) prior to a group activity in the week to come can also be helpful. You might comment on the quality of work in the preceding week and provide tips and encouragement for the task at hand.

- Be clear about timeframes by setting targets for learning. These can help you with your 'online lesson' planning. You will need to set frameworks so that learners know what to do, and when to do it.
- If you manage a very large group of learners, create a sense of community online by setting up study groups of four to eight students, all of whom begin the Unit at more or less the same time. This makes it easier for learners to gain the benefits of social learning and to form networks as they study.
- Once you have set up the study group, facilitate an online 'icebreaker' activity when learners start the Unit. You could include ideas for facilitating this activity within the Teacher guide.
- Plan ahead and be clear to your learners about which group work activities you expect them to complete.
- When learners are about to start an online group activity, send them an email with instructions on what teams they will be in or whose job it is to start a round robin activity. Do not presume learners will work it out.
- Establish whether your learners have completed any previous units online. This way you can gauge how much support you will need to provide to coach learners in development of online learning skills, as well as the content in the units. You will probably find learners require different levels of support. In the first few weeks get a clear picture of how each learner is coping to enable early intervention.

## Technical information

If there are any technical issues, users should refer to the specifications in the Technical guide. If assistance is still required:

- discuss the issue with your Toolbox Champion
- call the Help Desk on 1300 736 710
- email your issue to [toolboxhelp@flexiblelearning.net.au](mailto:toolboxhelp@flexiblelearning.net.au) and you will receive a response within 24 hours.

## Customisation

To customise most resources in this Toolbox, you will need to edit the HTML files using an HTML editor such as:

- Adobe Dreamweaver
- Microsoft FrontPage
- Adobe HomeSite
- Microsoft WordPad

Some interactions have been built in Adobe Flash. These interactions can be customised only by someone with knowledge of these applications and have therefore been kept to a minimum. However, they can be deleted or replaced if they do not suit the target audience.

## Customising Word documents

All MS Word documents provided in the Timber Toolbox are password protected. Protection can be disabled using the password: timber (case sensitive).

**Toolbox contact details:**

**Flexible Learning Toolbox Help Desk**

**Phone: 1300 736 710**

**Email: [toolboxhelp@flexiblelearning.net.au](mailto:toolboxhelp@flexiblelearning.net.au)**

**Website: [flexiblelearning.net.au/toolbox](http://flexiblelearning.net.au/toolbox)**

**For more information contact:**

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**National Communication**

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