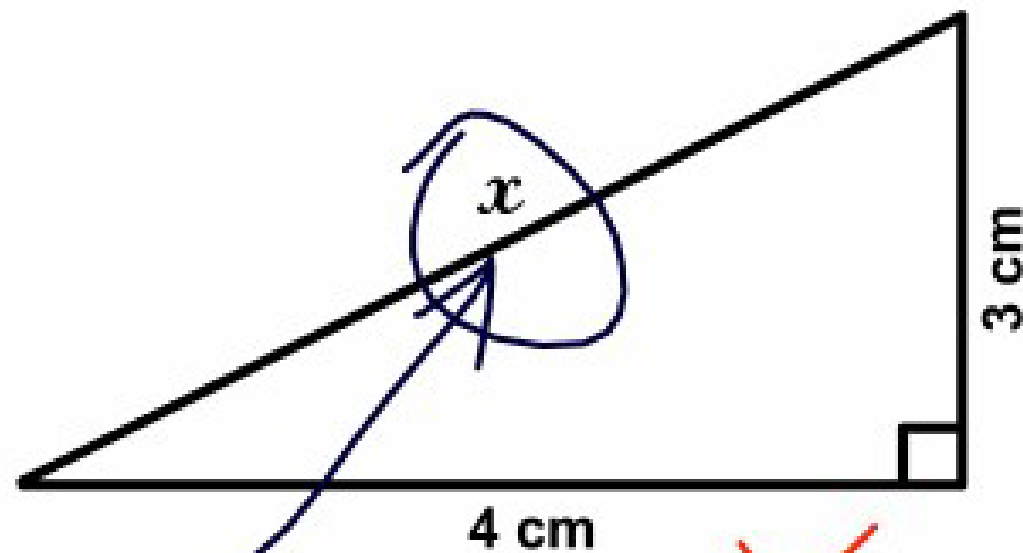


the needs of Australian education in the 21st century to support and grow the knowledge economy



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3. Find x .



Here it is ~~X~~ 

Ocular Trauma - by Wade Clarke ©2005



presentation format

- the knowledge economy
- education for a knowledge economy
- contemporary educational practice
- educational needs for the 21st century
- and regional Western Australia

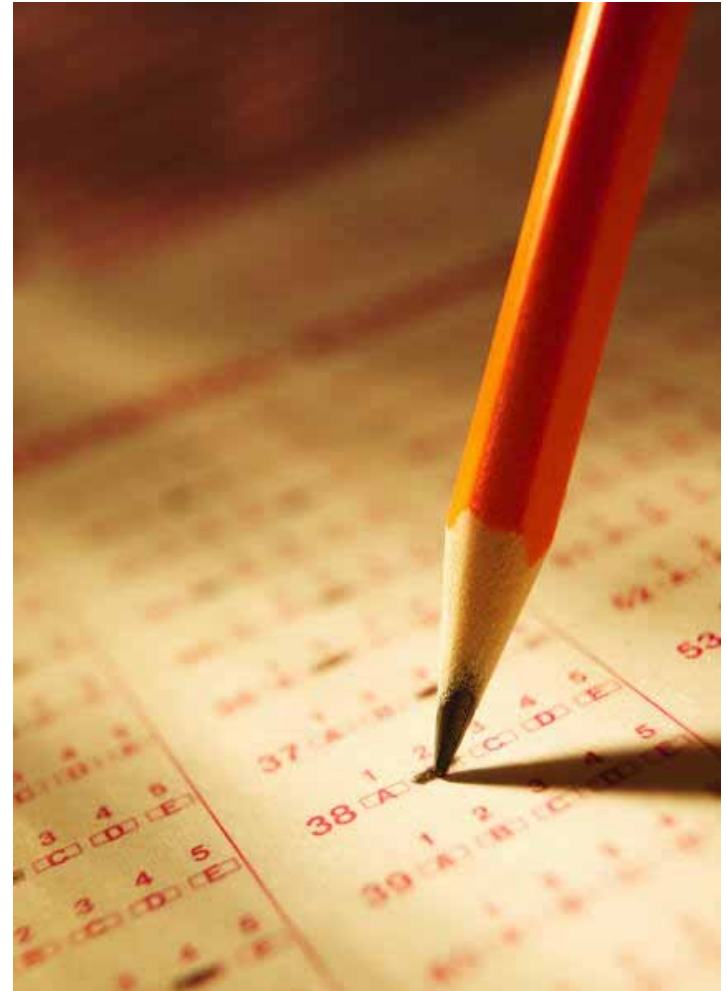
the knowledge economy

- an economy derived from innovation, knowledge and creative ideas
- working with knowledge rather than machines
- an economy derived from applications of ICT
- products with embedded knowledge
- based on human-capital
- characterised by abundance, time and space independence
- inherent in the economy of most developed countries
- prevalent in “clever countries” (60-70% of workers in knowledge occupations)



elements of a knowledge economy

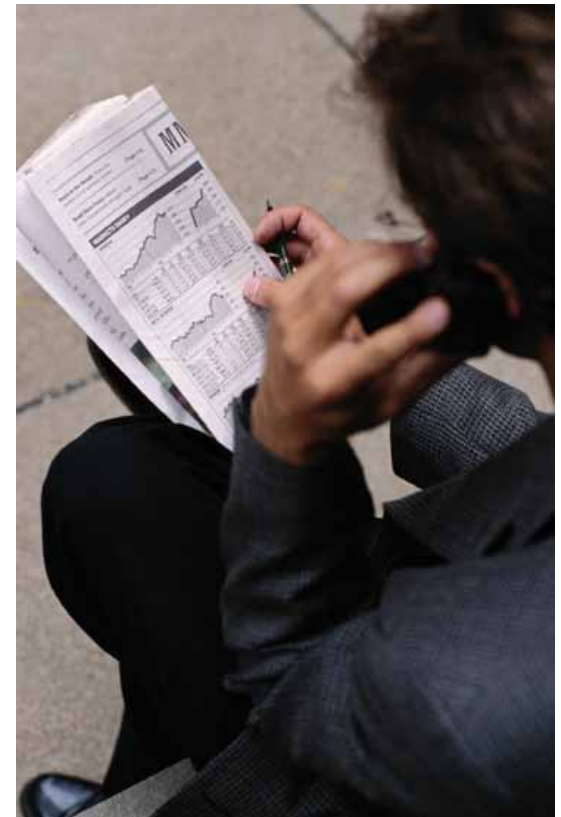
- tacit knowledge
- organisational knowledge
- knowledge as a commodity
- learning organisations
- intellectual capital
- strong R&D emphasis
- science and engineering
- lifelong learning



opportunities from the knowledge economy

- innovation and creativity
- intellectual advantage
- competitive advantage

- prosperity and wealth



education and the knowledge economy

- providing the right workforce
- supporting innovation & creativity
- independent learning
- knowledge over information
- across all sectors of education



since 1977...

- globalisation has shrunk the world
- exponential growth of information
- heightened information access
- converged communications technologies

- disregard for sustainability
- digital divide



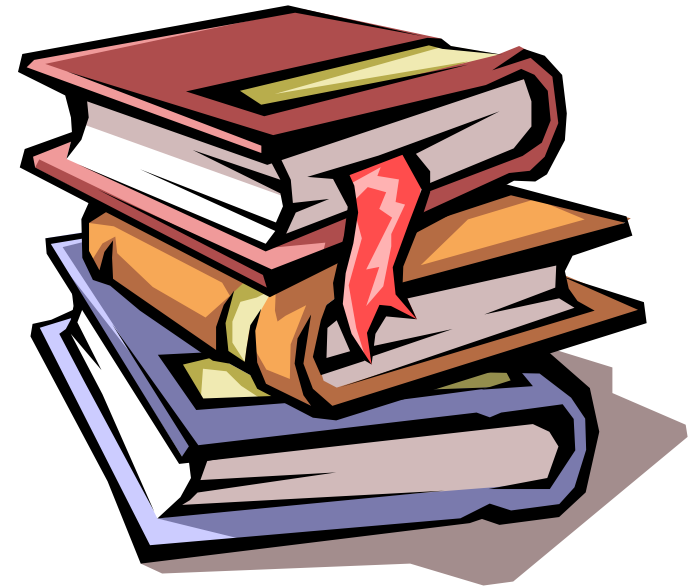
education since 1977...

- declining expenditure
- political football
- inappropriate drivers
- a salable commodity
- very much on current radar



the needs of education

- appropriate curriculum offerings
 - content
 - outcomes
- strong curriculum delivery
 - learning environments
 - assessments
- well resourced infrastructure
 - teachers
 - equipment and facilities



curriculum choices

- liberal-humanist
 - core curriculum
 - standards-based
 - standardised
 - one size fits all
- outcomes
 - learner-centred
 - focus on knowledge vs information
 - development of the learner
- variations between



contemporary curriculum delivery

- flexible approaches
- catering for individual differences
- learner empowered
- collaborative learning
- active learning
- learner centred



at ECU ... (a plug for the local product)

- diversity in student selection approaches
 - TER
 - alternative entry pathways (portfolio, university preparation etc.)
- strategic course development
 - engagement with industry
 - focus on employability
 - targeted graduate attributes
- innovative course delivery
 - flexible approaches
 - active learning with meaningful contexts
 - aligned assessment
 - ICT support
 - learning how to learn



advancing teaching & learning at ECU



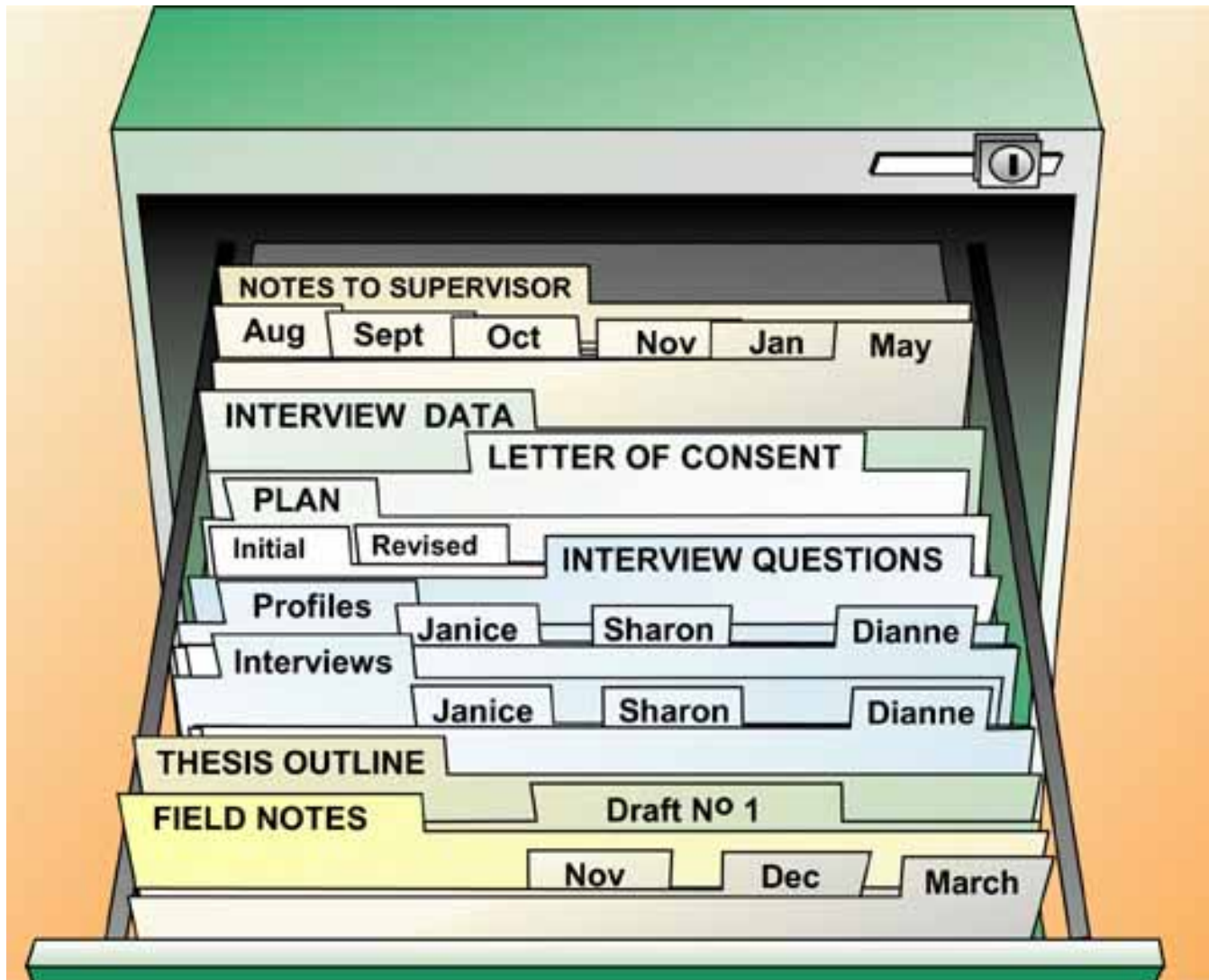
- technology-facilitated learning
 - flexible delivery
 - supporting individual differences
 - learning objects
 - learning designs
 - authentic learning
-
- supporting learning for a knowledge economy



authentic learning



active learning



flexible learning toolboxes

PRD40101 Certificate IV in Property (Real Estate)

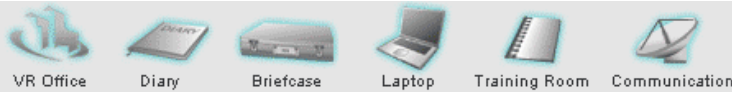
Welcome to the Virtual Realty office. If this is your first visit, click the blue 'Welcome' book in Cliff's hand to complete your orientation. To access the learning units in the course, click the DIARY on the table. Alternatively you can access a text-based menu to all the content and links.




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the learner as an actor



Sales

Provide property appraisal

Task 1



Task 1

Hi there! I'm Gail Vanderburg, the Sales Manager at Virtual Realty.

We have recently been distributing flyers around Blue Sky City to promote our agents and build our profile in the community. As a result, we got several calls from potential customers who received a flyer and are now asking us to conduct a property appraisal.

As a real estate agent you will perform many property appraisals. This involves inspecting the property, comparing it to other similar properties and then presenting a property appraisal report to the customer.

For this task, you need to appraise **23 Barran Street, Kaluka** for a potential customer.

To complete this property appraisal you will carry out the following steps:

1. To find out information about the property and its owners, obtain the Certificate of Title from the Government of Blue Sky City website.
2. To view the condition of the property, inspect the property via the Map in your Briefcase.
3. To compare the property to others in the area, perform a comparative market analysis using properties in the REIBS and Government of Blue Sky City websites. Record this information on the Comparative Market Analysis form in the Forms section of your Briefcase.
4. To find factors that may affect property price, read the archived articles in the REIBS website and visit [On the grapevine](#). Investigate the state of the market using [On the grapevine](#).
5. To record important information for the agency, update the Virtual Realty database, which is contained in the Databases section of your Laptop.
6. To determine the property's value, compile the Property Appraisal Report using the documents you have gathered during the appraisal process.
7. To give your potential customer the appraisal price and to try to win the listing, present the property appraisal.

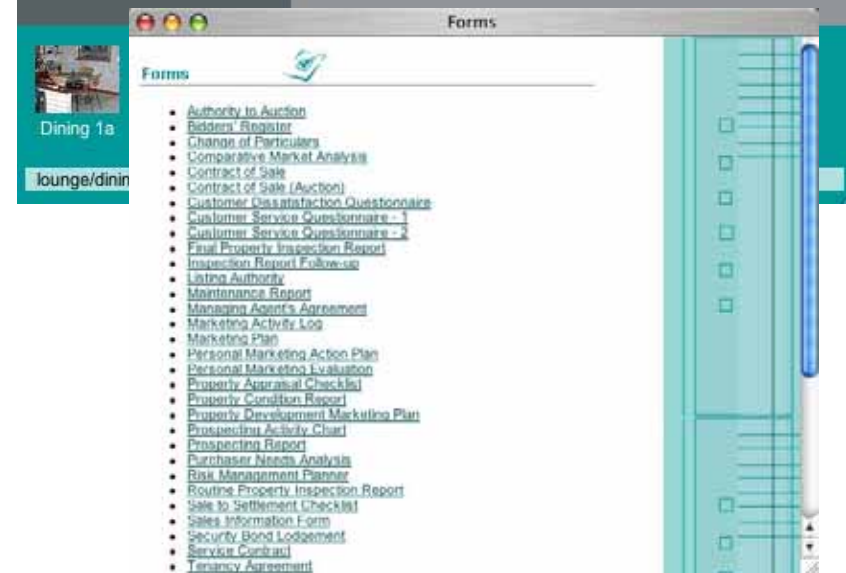


Your online teacher will provide additional instructions to assist you with this task.

You're welcome to start appraising 23 Barran Street, Kaluka now, using the resources listed above. If you would like some assistance to carry out the steps in the appraisal process, please look through the Property Appraisal section of the Virtual Realty Training Manual by clicking the icon on your right.

Remember to save your work as you go. Good luck!





learning objects



flexible learning
Toolboxes

Australian Flexible Learning Framework
supporting e-learning opportunities

Home	<h3>The Toolbox Learning Object Repository</h3> <p>Simple Search Advanced Search Browse Recent Searches Feedback About Help</p> <h4>Simple Search</h4> <p>Type in the term you wish to search for and then select the 'Search' button.</p> <p><input type="text" value="safety"/> <input type="button" value="Search"/> Help on Simple Search</p> <div style="border: 1px solid gray; padding: 5px; text-align: center;"><p>Is this the first time you've used the Toolbox Learning Object Repository? View the 'About' section to learn more about the repository.</p></div>
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Last Updated: Friday, September 15, 2006

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toolboxhelp@flexiblelearning.net.au

resource sharing and reuse



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199 records found. Displaying page 1 of 20.

< Prev 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 Next >

Results:

[Safety using a MIG welder - Equipment safety](#)

Description: This topic is about equipment safety involved in MIG welding. Cables and hoses can be a tripping hazard if not arranged correctly. High pressure gas cylinders can be a hazard if they are not stored and handled properly. The...

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[Apply basic first aid to control bleeding](#)

Description: In this task you will need to determine the type of bleeding occurring, select the first aid items you will need and how to treat the casualty. You will also have to send for an ambulance. An incident report will need to be...

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[Workplace health and safety](#)

Description: This unit covers a broad spectrum of issues related to safe working practices in the aquaculture

mobile technologies



education and the knowledge economy

- learners' needs
 - recognition of the primacy of the learner
 - flexibility and adaptability
 - curricula seeking knowledge over information
 - teaching that encourages inquiry, creativity and collaboration
 - equitable learning development
- system needs
 - informed debate
 - evidence-based decision-making
 - education as a priority
 - appropriate funding and support

the South-West region

- a unique environment
 - niche markets and products
 - resource-rich
 - sustained and prosperous
- growth
 - appropriate infrastructure
 - environmentally responsible
- intellectual capital
 - innovation and creativity
 - depth of talent
 - internally supported



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<http://elrond.scam.ecu.edu.au/oliver>