




→ **New Technologies for Future learning -**
Providing training options in fire behaviour training

Annette Salter
Faculty of Education, University of Tasmania, Tasmania & Bushfire CRC

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→ **Contact details:**


Annette Salter


Email - Annette.Salter@utas.edu.au


Phone - 03 62 26 7880


		
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→	<p>Applications of multi-media education strategies in fire behaviour training is a...</p> <p>...3 year PhD Research Project and</p> <ul style="list-style-type: none">• provides contemporary approaches to workplace learning and training,• aims to enhance fire behaviour training and• work with fire sector trainers in planning their professional development.	


		
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→	<p>This presentation....</p> <ul style="list-style-type: none">• provides a synopsis of this research• looks at current best practices and describes possible scenarios• gives a brief introduction to the adult learning landscape	


		
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→	<h2>Seeking better ways of....</h2> <ul style="list-style-type: none">• delivering training and• connecting current research knowledge to workplace learning and practices. <p>Supported by the Bushfire CRC....</p> <ul style="list-style-type: none">• fire mitigation and management<ul style="list-style-type: none">❖ BCRC Program A -Jim Gould• applying emerging theories of adult learning & developing of expertise in new models and tools<ul style="list-style-type: none">❖ BCRC Program E - Christine Owen.	



		
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→	<h2>Contribution</h2> <ul style="list-style-type: none">• Strengths and weakness of existing training approaches• How can delivery and development improve through educational multi-media applications?• Effective training approaches to deliver new research material	



		
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→	<h2>Project phases...</h2> <ul style="list-style-type: none">• Literature review and audit of current practices• Design of evaluation instrument• Interviews and trainer profile• Collaborative Design Workshops• Trialling of new framework• Observations and data collection• Evaluation of model and report on evaluation instrument	


		
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→	<h2>Benefits</h2> <ul style="list-style-type: none">• Innovative learning products for end users• Best practices in adult training and education• Building learning models to meet specific industry needs• Generic framework and learning model suitable for resources and training development in fire and land management	



	
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→	<p>Adult learning landscape and best practice initiatives</p> <p>How can current knowledge and expertise in adult learning inform training in fire behaviour?</p> <p>We need to better understand...</p> <ul style="list-style-type: none">• how we learn,• how understanding transfers within organisations and• the role of technology in learning.

	
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→	<p>Learning is about making meaning</p> <p>By reflecting on experiences, the learner constructs his/her own understanding of the world.</p> <p>Learning within organisations and alongside colleagues</p> <p>By working effectively with colleagues to share knowledge as a community, and to strive to enhance and enable its members.</p> <p>The importance technology plays in learning.</p> <p>By using technology to enhance the learning experience.</p>

	
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	<h2>Technology embedded in training</h2> <ol style="list-style-type: none">1. Technology plays a important role in our lives<ol style="list-style-type: none">a) Integral in everyday lives and in our workb) enables communicationsc) Provides easy access to informationd) Currency and relevancy2. Plays a critical role in learning<ol style="list-style-type: none">a) Communication, information and accessb) Up-to-date and shaped to meet individual needsc) Flexible and just-in-time

	
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	<h2>Technology and learning</h2> <ol style="list-style-type: none">1. Resources - based learning<ol style="list-style-type: none">a) Technology based learningb) Distance learning - online or e-learningc) Computer, web based or wireless2. Information and communication Technology (ICT)<ol style="list-style-type: none">a) Resources to enhance learningb) Learning toolsc) Software to support learningd) Content and information sourcese) ICTs to support professional development


		
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→	<h2>Simulations</h2>	
		
Visualization of Fire in Landscape and wildland-Urban Environments ¹¹		

		
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→	<h2>Problem-based learning</h2>	
		

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→ Scenario-based learning




Scene Savers – Communicating for safety at a fire incident¹²

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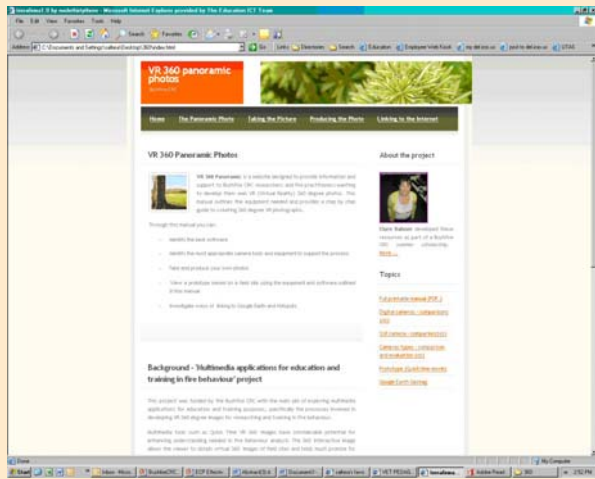
→ 360° VR and Google Earth¹⁴



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→ **360° VR and Google Earth**



The screenshot shows a web browser window with the address bar displaying a URL. The page content includes a header with the title 'VR 360 Panoramic photos', a navigation menu with items like 'Home', 'The Panoramic Photos', 'Taking the Photos', 'Producing the Photos', and 'Linking to the Internet'. The main content area features a section titled 'VR 360 Panoramic Photos' with a sub-section 'About the project' and a list of 'Topics'. The browser's taskbar at the bottom shows several open applications.


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→ **summary**

- Different ways of looking at adult learning and training
- How can these techniques be applied to fire behaviour training?
- What makes a quality learning experience?

		
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	Program A 1.1 & Program E : New Technologies for Future Learning	© bushfire CRC LTD 2007
→	<h2>References</h2> <ol style="list-style-type: none">1. Ellis, S, Kanowski, P & Whelan, R. (2004). <i>National Inquiry on Bushfire Mitigation and Management</i>, Commonwealth of Australia, Canberra. (pg. xi).2. Ellis, S, Kanowski, P & Whelan, R. (2004). <i>National Inquiry on Bushfire Mitigation and Management</i>, Commonwealth of Australia, Canberra. (pg. 4).3. Howard Partners. (2006). Fire Knowledge Network Report [Electronic Version]. Retrieved September 8 2007 from http://www.bushfirecrc.com/fkn/fkn/publications01.html. Full report pg14. Howard Partners. (2006). Fire Knowledge Network Report [Electronic Version]. Retrieved September 8 2007 from http://www.bushfirecrc.com/fkn/fkn/publications01.html. Full report pg15. Hayes, C, Golding, B & Harvey, J. (2004). Adult learning through fire and emergency service organisations in small and remote Australian towns, Commonwealth of Australia, Canberra. (pg. 6).6. Ellis, S, Kanowski, P & Whelan, R. (2004). <i>National Inquiry on Bushfire Mitigation and Management</i>, Commonwealth of Australia, Canberra. (pg. xi).7. Hayes, C, Golding, B & Harvey, J. (2004). Adult learning through fire and emergency service organisations in small and remote Australian towns, Commonwealth of Australia, Canberra. (pg. 6)8. Ellis, S, Kanowski, P & Whelan, R. (2004). <i>National Inquiry on Bushfire Mitigation and Management</i>, Commonwealth of Australia, Canberra. (pg. xviii).9. Ellis, S, Kanowski, P & Whelan, R. (2004). <i>National Inquiry on Bushfire Mitigation and Management</i>, Commonwealth of Australia, Canberra. (pg. 410).10. Wenger, E. (2002). <i>Communities of practice: a brief introduction</i>. (Authors website) at http://www.ewenger.com/theory/index.htm, Retrieved September 8, 2007.11. Desert Research Institute. <i>Visualization of Fire in Landscape and wildland -Urban Environments:VRFire</i> from http://www.cavcam.dri.edu/projects.html, Retrieved September 8, 2007.12. Swinburne University of Technology TAFE, Scene savers - Communicating for safety at a fire incident, Wantirna South at http://www.tafe.swinburne.edu.au/esti/documents/Scene%20savers%20for%20for%20web.pdf Retrieved September 8, 2007.13. Schnieder, A. (2007). GPSVisualizer from http://www.gpsvisualizer.com/kml_overlay, Retrieved September 8, 2007.14. Andrew Nemeth (2000). Blue Mountains, Australia. Retrieved September 8 2007 from http://www.4020.net/contents/.	