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Innovating resilience resources through BRiTE online modules

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Abstract

The BRiTE (Building Resilience in Teacher Education) project aims to create a series of five online modules designed to develop pre-service teachers' personal and social capabilities for professional resilience. These modules will be created as reusable learning objects, so they can be embedded in a variety of learning management systems (i.e. Blackboard, Moodle) used by universities around Australia. This poster presentation will highlight the intended outcomes for a nationally funded project to deliver online modules designed to support pre-service teachers' professional resilience, it will review the online development that was informed by design-based research and engage participants in the approach of design, including the stakeholder trials and ongoing dissemination as an integral part of the process.

Keywords

innovating, brite, resources, modules, resilience, online

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Innovating Resilience Resources through BRiTE Online Modules

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Abstract: The BRiTE (Building Resilience in Teacher Education) project aims to create a series of five online modules designed to develop pre-service teachers' personal and social capabilities for professional resilience. These modules will be created as reusable learning objects, so they can be embedded in a variety of learning management systems (i.e. Blackboard, Moodle) used by universities around Australia. This poster presentation will highlight the intended outcomes for a nationally funded project to deliver online modules designed to support pre-service teachers' professional resilience, it will review the online development that was informed by design-based research and engage participants in the approach of design, including the stakeholder trials and ongoing dissemination as an integral part of the process.

Building on a nationally funded Australian project '*Keeping Cool*' and the findings and recommendations (Mansfield, Price, McConney, Wosnitza, Beltman & Pelliccione, 2012), BRiTE online modules have been inspired by evidence demonstrating a need for resilience resources, and the importance of such factors as building relationships, coping strategies and emotions.

A national focus on teacher quality and accreditation through the *Australian Institute for Teaching and School Leadership* (AITSL) and development of the *Australian Professional Standards for Teaching* (APST) provides the opportunity for an alignment between these areas and the project. Concurrently there is significant and ongoing concern related to teacher retention (and attrition) and resilience. Of note is the silence within the Standards with reference to some potential challenges for beginning teachers, a teachers' capacity to manage their own wellbeing, even though this is widely acknowledged as an important skill for teachers. Further, the implementation of the Australian National Curriculum requires incorporation of the seven General Capabilities, specifically Personal and Social Capability (ACARA, 2012). Widely acknowledged in the broader resilience literature, factors such as self-awareness, self-management, social awareness and social management need to be developed in our pre-service teachers prior to entry to the profession.

The main deliverable from this project will be the online BRiTE modules for Building Resilience in Teacher Education. These modules will be created as a number of reusable learning objects, so they can be embedded in a variety of learning management systems (i.e. Blackboard, Moodle) used by universities around Australia. The BRiTE modules will be linked to the *Keeping Cool* website which receives constant traffic in Australia and internationally.

The proposed BRiTE modules are also consistent with the current focus on using new technologies and blended learning to support teaching and learning in higher education (Broadley & Ledger, 2012; Johnson & Broadley, 2012). Murdoch University has been a leader in online curriculum and is embarking on a three-year curriculum reform process that will encourage and support innovative blended learning pedagogy. Curtin University's eScholars Program has funded new initiatives across various faculties since 2010, including the integration of wikis, digital stories, and smart mobile technology into teaching and learning, and the evaluation of these through the iterative action learning process. "The eScholars Program aims to support academic staff from across the university to implement new technologies in learning and teaching using action learning."
(http://ctl.curtin.edu.au/awards_grants/escholars/eScholars.cfm, retrieved 2-12-12).

The intention for this resource to be embedded into teacher education programs for use by teacher educators and pre-service teachers, is supported by its ability to be imported into learning management systems. Each module will include clear learning outcomes drawn from key concepts identified within an environmental scan, case-based scenarios and structured learning activities including self-quiz items, with suggestions for implementation and for the pre-service teacher, and self-assessment responses to the scenarios. In addition, the BRiTE project seeks to determine how engagement with the modules is perceived to influence pre-service teachers' capacity for professional resilience.

This poster presentation will highlight the intended outcomes for a nationally funded project to deliver online modules designed to support pre-service teachers' professional resilience. The presenter will review the online development that was informed by design-based research, "*a methodology designed by and for educators that seeks to increase the impact, transfer, and translation of education research into improved practice*" (Anderson & Shattuck, 2012, p. 16). The staged developmental approach of design, including stakeholder trials and ongoing dissemination as an integral part of the process, will also be discussed.

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