EPALE UK Digital Skills and Learning Conference

Digital Learning: What Works?

Workshop Information

Workshop session 1: Learners– case study presentations focusing on different themes (e.g. offender learning, embedding digital technologies in community learning)

Moderator: Colin Neilands, Director, Communitus Consulting (former Director of the Workers' Educational Association (N.I.)

Case study 1: FELTAG for inclusive learning

Presenter: Paul Warren, Swindon College

Digital technologies when used effectively enable adult learners to learn in their own time; and can be seen as a route to motivating adults to re-engage with the learning process. Digital resources can be used in classrooms to make learning more interactive and engaging. This workshop session will outline the benefits of technology for supporting inclusive teaching and learning for adult learners. It will also include simplified practical resources that practitioners can use to implement FELTAG.

Case study 2: Societal approaches to digital learning

Presenter: Emma Whitelock, Chief Executive Officer, Lead Scotland

This session showcases social practices approach to digital learning that enable disabled and disadvantaged learners to overcome barriers to learning. Case studies feature one to one support at home and group learning within sheltered accommodation and community venues. Types of digital learning programmes include a non formal programme called *'Getting Digital'* that Lead Scotland co-designed with learners and a formal accredited course called '*Thinking Digitally'.*

Types of outcomes achieved are reduced social isolation, increased independence, increased confidence and motivation, improved communication with families and connection with communities, improved skills for work and increased life chances.

Case study 3: Digital technologies in US adult prison education: Two state perspectives

Presenters (to join us virtually):

Brian Walsh, lead for the Washington College in the Prisons Program as Policy Associate for the Washington State Board for Community and Technical Colleges

Denise Justice, School Superintendent for the Ohio Central School System, within the Ohio Department of Rehabilitation and Correction

Digital technologies help to widen access to learning opportunities; they also have the potential to enable potential learners to access learning in ways that would otherwise not have been possible. This workshop session will feature how digital technologies are used in prison education across two states in the US.

Workshop session 2: Staff pedagogy

Coordinator/Moderator: Fintan Donohue, OBE, CEO Gazelle

Presenters: Jan Ball Regional Education Manager for the WEA, and lead on technology in learning, Kevin Pearson, Principal, Gateshead Council learning Skills

Case study 1 & 2: Delivering the digital dividend for adult learning communities

Adult Learning tutors are amongst the most adaptable in the world of education. Faced with cuts in adult learning budgets, tutors are inventing new ways of reaching communities and sustaining their earnings in a changing market place. This workshop session will bring practical insights into the work of WEA and Gateshead council aimed at assisting adults to accredit their digital competence and to increase their mobility across geographical boundaries in order to meet their earning needs and the needs of adult learners.

The focus of the NETPAS programme is on the upskilling of tutors to enable them to curate and develop quality digital learning resources online and in blended learning environments. Delegates will explore successful strategies deployed in the Learning Futures programme to proactively engage tutors and enhance resources. These strategies include focussed intervention from experts, critical friend modelling and the support of customised online CPD. Delegates will consider how they might capitalise on the outputs of the Learning Futures programme in terms of both lessons and resources in order to meet some of the considerable demands on budgets and delivery.

Workshop session 3: ICT infrastructure – practical examples on how to develop effective blended/online provision for adult learners.

Moderator: Colin Gallacher, eLearning Technology Advisor

Case study 1: Effective strategies for developing blended/online provision

Presenter: Carolyn Lewis, Managing Director, Elearning Marketplace Ltd

In the era of FELTAG, providers will need to develop effective strategies for developing blended/online provision. Strategies will also need to be put in place to get staff, managers and leaders engaged in using technology. This workshop session will discuss effective strategies for developing blended/online provision, what works and why and how to get staff engaged in using technology. It will include practical examples of how to develop blended/online provision for adult learners.

Case study 2: The role of Open Learning Champions in developing a blended learning approach for learners

Presenter: Gayle Hudson, Widening Access Manager, Open University in Wales

The OpenLearn Champions project in Wales has equipped a network of adult learning practitioners with the knowledge and skills to use the Open University's (OU's) free learning resources to help learners in their communities. Champions use resources such as 'OpenLearn' and 'OpenLearn Cymru' with learners and for their own professional development. This session outlines how Open Learning Champions can use the OU's free learning resources to support their institutions blended learning provision.

Case study 3: 'Flipped Learning': transforming the teaching and learning experience

Presenter: Colette Murphy, Ulster University, Digital Learning Development Manager within the Centre for Flexible & Continuing Education

'Flipped Learning' involves educators re-arranging *'learning spaces to accommodate a lesson or unit, to support either group work or independent study'*. Flipped Learning' environments are flexible spaces in which students choose when and where they learn.*[1]*

In this session Colette shares her reflections on flipping the classroom with evaluations from the students' perspective. The session also provides an overview of Ulster's Viewpoints Learning Design Framework; a practical, usable toolkit that embeds and promotes active learning, which can be used to transform the student experience. By the end of the session participants will have an opportunity to access a practical case-study of flipping the classroom, and receive advice and recommendations how to do this using Viewpoints Learning Design Framework.

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[1] http://flippedlearning.org/cms/lib07/VA01923112/Centricity/Domain/46/FLIP_handout_FNL_Web.pdf