

Title: **Blazing a trail of creativity – using digital delivery to enhance learning on a professional qualification programme**

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This 90 minute session will engage attendees in a step by step approach to using the available technologies which can support digital educational delivery. Participants will be able to reflect on which technologies they could employ to best effect in various teaching and learning settings. The session provides the opportunity to plan and develop an online delivery approach applicable to individual settings.

Session Learning Outcomes

By the end of this session, delegates will be able to:

- Explain the principles of blended learning to colleagues
- Design an activity suitable for a distance-learning PGCert cohort to access
- Engage in an on-line discussion

Session Outline

Key issues to be addressed are:

- Pedagogy of learning and teaching on-line
- Creating learning communities in a virtual environment
- Application of appropriate technology

The background to the session is the recent development in the sector towards an increased number of staff achieving standard descriptor 2 (SD2) of the PSF. It is likely that there will be an increase in demand for our PGCertificate, Learning and Teaching in H.E., which is accredited by the HEA and recognised by SEDA. This demand will almost certainly include staff for whom face-to-face sessions are not possible, such as part-time staff, and staff working in overseas campuses. A consideration of the pedagogy of provision is crucial, e.g. Frederickson et al. (2005) found that on-line was better for student collaboration but was less so for teaching input. Since then there have been huge developments in the availability of mobile devices which can access learning environments, and in social media tools (Keengwe and Kidd, 2010); these authors also noted “the need to fundamentally change and transform pedagogical approaches to the learning and teaching process to meet the instructional needs of online students”. One challenge is therefore to deploy online tools to both *use* technology (facilitating learning), and to *demonstrate* technology to staff (informing their own practice).

PL is course leader of the UCLan PGCert. programme, and has been working with ES, who has experience of designing and delivering on-line programmes (in the area of food safety). We are also working with a learning technologies team, with whom we have an excellent and long-standing relationship.

In the session participants will explore the issues which arise in creating a pedagogically robust on-line provision, view some examples of material from a successful programme, and engage directly in a simulation of on-line learning.

Session Activities and Approximate Timings

The workshop will comprise three parts:

- a) An introduction to readily accessible learning materials: demonstration of an on-line programme, and the way in which participants engage with the learning material and with each other (20 mins).
- b) Attendees will review and share the learning outcomes / aims of CPD programmes with which they are familiar, to establish a 'benchmark' against which to evaluate alternative forms of delivery (15 mins, in 3s).
- c) A live interaction between participants and a tutor, and with each other. This will simulate the experience of a programme participant, and will involve interaction in a social learning space (25 mins). This will require participants to use mobile devices with internet access, so may involve working in pairs to achieve this.
- d) Action planning, with ideas for new ways to approach on-line provision (20 - 30 mins, groups of 5-6).

References

Frederickson, N., Reed, P. and Clifford, V. (2005) Evaluating web-supported learning versus lecture-based teaching: Quantitative and qualitative perspectives Higher Education (2005) 50: 645-664

Keengwe, J and Kidd, T.T. (2010) Towards Best Practices in Online Learning and Teaching in Higher Education. Journal of Online Learning and Teaching in Higher Education http://jolt.merlot.org/vol6no2/keengwe_0610.htm (accessed 2.5.2013)