



ENHANCE DIGITAL TEACHING PLATFORM
Pathway: Designing learning beyond the
classroom

INTRODUCTION

How can technology and mobile devices be used to open learning to all beyond the classroom time?

This pathway develops three pedagogical themes that address how teachers can design learning and activity to support continuous access to learning activity.

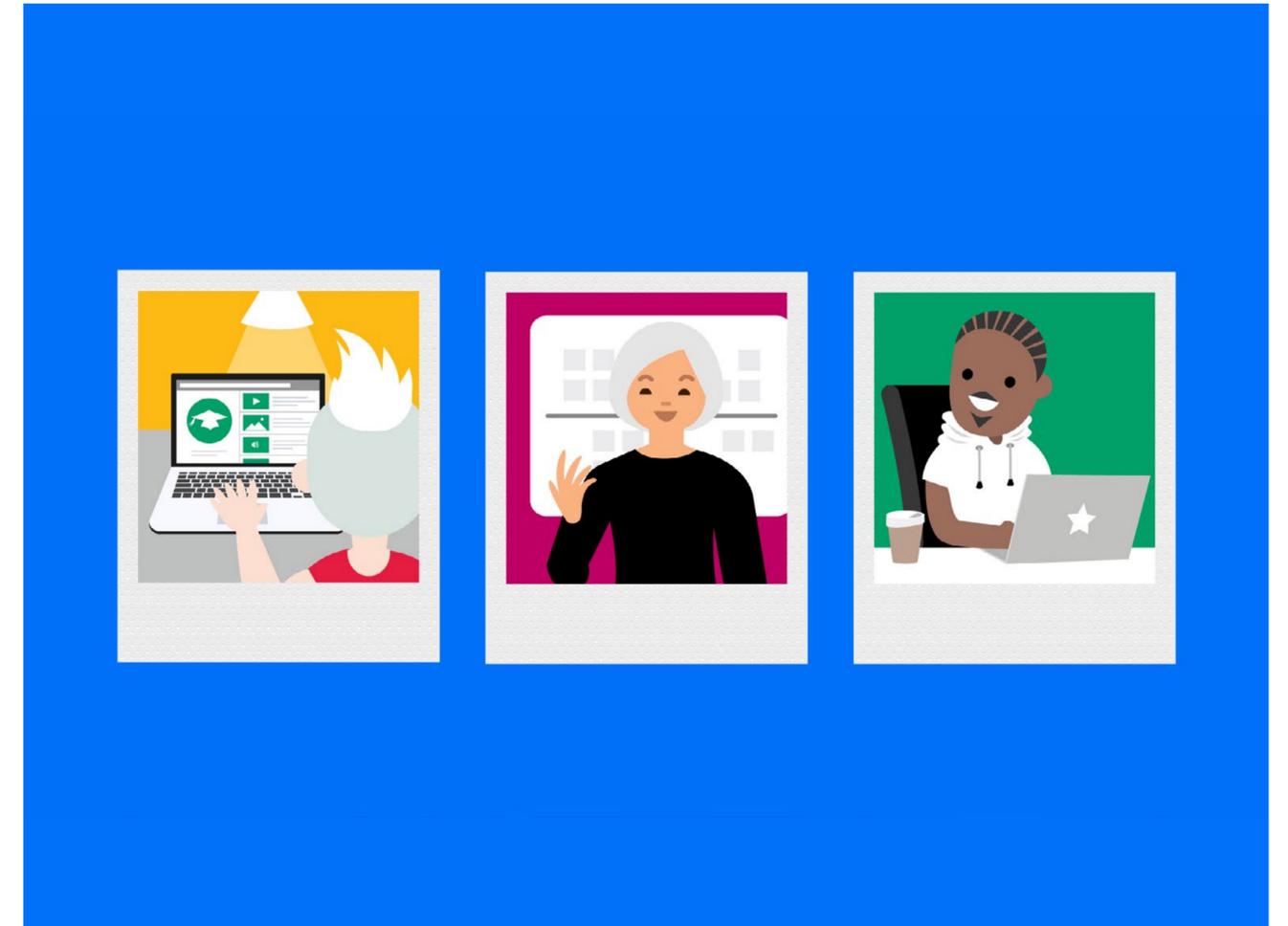
Firstly, how might teachers make the most of learners' new capabilities and capacity in having their own devices, content and software that they carry with them. Learners need not be confined to one place and time in order to participate in learning. It also requires consideration of how learners might support and demonstrate their learning using different methods and software.

Secondly, what are the considerations that follow from understanding that the classroom is no longer the only learning space. By changing the format of learning materials, it becomes available for use at times that do not involve a desk or even a dedicated learning space. A class podcast can be listened to on a bus journey, a learner can talk and share content with a classmate whilst walking the dog.

Finally, it looks specifically at design considerations and how content and activity can be made available to learners to use both in private and collaborative study. Learning becomes a continuous rather than episodic process, free from the constraints of set times and places, and approaches.

This pathway looks at:

- ▶ Using mobile devices
- ▶ Portability
- ▶ Asynchronous learning.



USING MOBILE DEVICES

Mobile devices allow learners to use their own devices, preferences and settings to access people, content, classmates and teachers without the need to be in a fixed place and time. Teachers can adapt programmes to accommodate new ways that help learners engage and improve their learning chances.



Module 1

Bring Your Own Device (BYOD): Teaching Strategies

[Discover module >](#)



Module 2

Accommodating the learner's digital context

[Discover module >](#)



Module 3

Technology, personalisation and effective learning

[Discover module >](#)

PORTABILITY

Students can carry their communication networks, platforms to work on, content and activities with them using portable devices, meaning that learning is no longer contingent on them being in a particular place or engaged at a particular time.



Module 1

Designing mobile-friendly learning

[Discover module >](#)



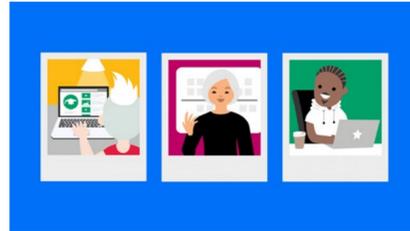
Module 2

Benefits of mobile-friendly learning

[Discover module >](#)

ASYNCHRONOUS LEARNING

Rather than having learners studying alone away from the class, activity can be designed to run over longer time periods that have a beginning and end which both precedes and continues after class, creating a continuous learning experience rather than one truncated around class time.



Module 1

New forms and formats for Blended Learning

[Discover module >](#)

Module 2

Embedding content into VLEs to improve learning

[Discover module >](#)

REFLECTION

As you go through the pathway you may want to consider the following questions:

1. How does this differ from my current practice?
2. In what three areas of curriculum OR for which three groups of learners could I apply these concepts to improve the learner experience or outcomes?
3. What would be the barriers to making these changes (if any)?
4. What additional information do I need before making a change?

