ENHANCE DIGITAL TEACHING PLATFORM

Pathway: Improving learning effectiveness

EDUCATION & TRAINING FOUNDATION

INTRODUCTION

## How can technology and its application be designed to improve learning?

This pathway explores three themes that help answer this question.

It starts with considering ways in which technology can help to increase the capacity for learning by the degree of access and quality of resources used and utilised with other learners. Utility also includes the ease of extracting learning from resources and activities, and the degree of learning achieved for the time and effort invested in using them. Secondly, it explores how teachers can use the vast range of content and resource now available in purposeful design for their own activity and to chart and evidence their progression. Finally, it considers how making these changes can be made in a way to suit each learner's context and circumstances, so they are able to demonstrate their learning as achievements and accomplishments. Getting the range, utility and design of learning, in which all this takes place, improves the capacity to learn.

The pathways suggested are not the only answers to this question, but they do provide a general approach to making the most of combining these three key aspects in improving learning.

This pathway looks at:

- ▸ Capacity to learn
- ▸ Providing utility
- ▸ Designing learning through technology
- ▸ The teacher becomes a guide
- ▸ Demonstrating learning.
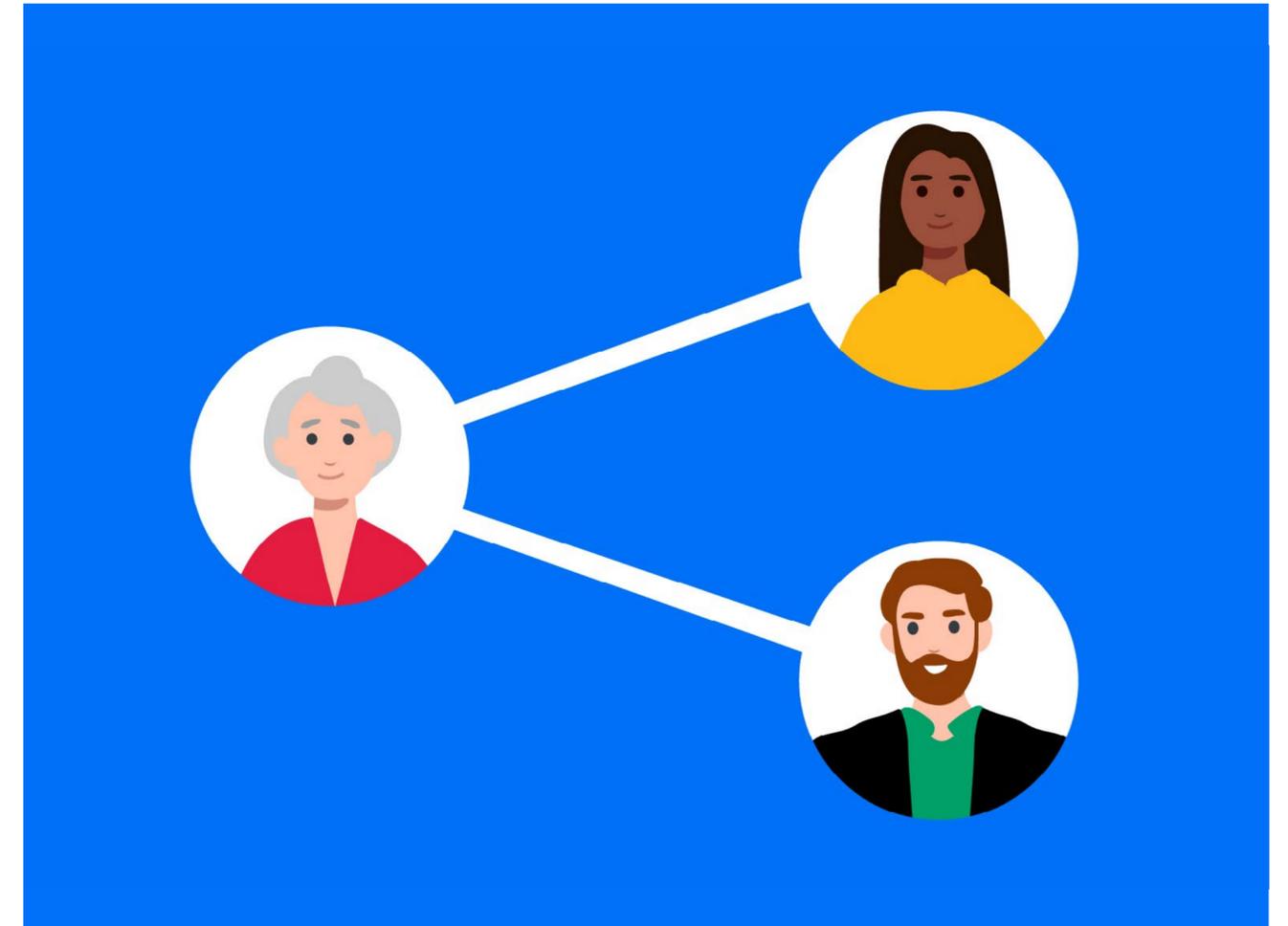
CAPACITY TO LEARN

Good learning needs access to good resources. Search engines have opened up every kind of potential resource for teachers to use and learners to access. It starts with knowing how to find and evaluate what is reliable, engaging and provides the best utility.

Module 1
Choosing the best resources
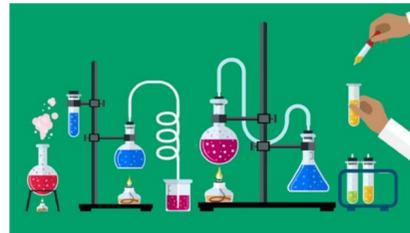
Discover module ›

PROVIDING UTILITY

Providing utility comes from the ability of teachers and learners to use what is found to improve the profundity and breadth of learning. Learning to work with others and combine learning resources are skills needed to prepare for life and work.

Module 1

Personalised learning pathways

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Module 2

Personalised learning pathways in practice

Discover module >

DESIGNING LEARNING THROUGH TECHNOLOGY

Notwithstanding the requirements of any programme to teach and assess within particular requirements, teachers can use technology to open how learners source, manipulate, collaborate and present their learning that meets their needs and preferences and demonstrates their accomplishments.

Module 1
Creating content : adapt and edit

Discover module >

Module 2
Cultural preferences in learning

Discover module >

THE TEACHER BECOMES A GUIDE

The teacher becomes a guide and mentor rather than an instructor in supporting learners who can engage more fully in their own learning journey.

Module 1
**Learner-led activity**

Discover module >

Module 2
Creating content : combine and mix

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DEMONSTRATING LEARNING

Learning to use technology well and efficiently in improving learning is a skill. Both teachers and learners need to develop that skill and, in the process find ways of combining their approaches for their own benefit. Being Tech savvy is not enough. Being digitally literate requires personal choices about approach use and the sharing of the results of learning.
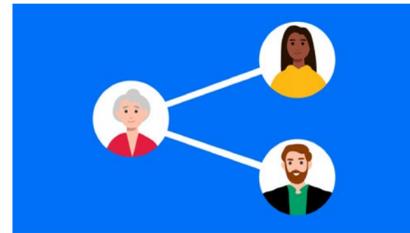
Module 1
Delivering effective learning with technology

Discover module >

Module 2
Tech-savvy and digital literacy

Discover module >

Module 3
Digital literacy - the third essential skill

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?