



Centre for Flexible and Continuing Education

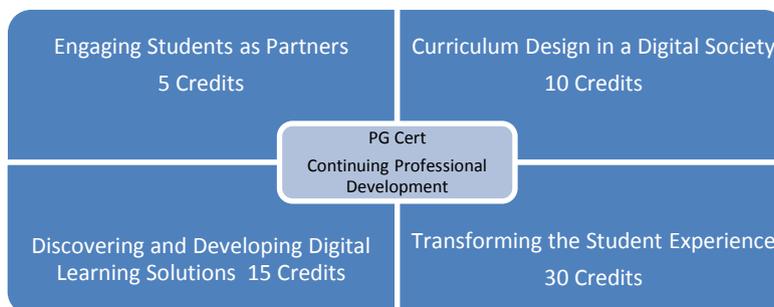
Revitalising Teaching and Learning

Currently, The Centre for Flexible and Continuing Education are developing a suite of Digital Learning Modules for teaching practitioners in Further and Higher Education to support their continual professional development in Advanced Digital Learning Practice.

The modules aim to support educationalists in embedding digital literacies into their teaching and learning practice so they can engage in a curriculum that is responsive and agile providing our graduates and students with the digital skills set that enables them to learn, work and live within a variety of contexts in the 21st Century.

The course will adapt a blended learning delivery model enabling teaching staff to enhance their professional development practice and study at their own pace, while gaining postgraduate academic credits. Each module is individually certificated, with a full post graduate certificate awarded upon successful completion of 60 credits.

The module titles with associated credits include:



Research Informed Practice

The designs of the modules have been well informed with numerous stakeholder meetings with Curriculum Managers, Information Systems Director and most importantly the students of the modules. From the outset, Student Partnership was at the core of the design to ensure that the modules are fit for purpose and sector focused. An intensive one day curriculum design workshop was held with the first cohort group of 13 students from the Southern Regional College and the teaching team on the modules. This provided an invaluable discussion and consultation exercise to capture the students' voice into the design of the modules. The workshop proved effective with one student commenting:

'I found the workshop highly useful and made me reflect and think about using this approach in the future. At the end there was a sense of ownership and bond between the students, us, and the UJJ team.'

Currently 10 students from a range of departments and roles have completed the above module. The mix in the cohort is providing a useful arena for staff to collaborate and work together which would not normally occur.

I liked working with a mix of my own college peers. I would not have had this opportunity to do this in any other capacity and it was good to listen to and engage with them in a similar conversation.

The assessment resulted in a detailed strategic plan on leading a partnership project within SRC College. The projects range from reviewing and improving the Student Focus Group Meetings, Student led Community Projects, Student led Academic Journal, Students as Mentors and Utilising Digital Clips for Recruitment and Attainment Purposes.

What the staff said:

I had very little knowledge of any student-staff partnerships which had been - and currently are taking place and at first found researching this module strange as I never thought of looking at my students as partners. All of this however has now changed and I am looking forward to engaging with my higher students next year.

Appreciate the chance to offer us a module like this ... the learning has brought a sharp focus to me of what we can achieved through partnership, and this is a real tangible goal that I was wanting to do, but now the great thing is that I have been given this scaffolding from this module to allow me to develop it in a more planned and less chaotic fashion!

If you would like further information on Digital Learning Practice Modules, please contact:

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