Title: **From institutional policy to individual practice: using learning technologies to develop and assess essential learning skills**

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Abstract:

Session Learning Outcomes

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

Reflect on the processes involved in translating institutional policy into best pedagogical practice within a technology enhanced context;
Evaluate the use of technologically enhanced learning tools;
Consider these in context of their own HEIs.

Session Outline

Key issues to be addressed are:

This paper will reflect and evaluate on the processes and rationale of translating institutional strategies and policies into best practice within a technology enhanced learning context. Using the development of 'iLearn', the University of Liverpool's online diagnostic and interactive learning skills coaching tool, this paper will illustrate the ways in which institutional drivers can effectively inform the design and application of bespoke learning technologies whilst incorporating best pedagogical practice such as Bigg's (2006) concept of constructive alignment, task-authenticity, subject specific relevance (Reeves et al, 2002;), the development of learner criticality and self-refection (Allen and Clarke, 2007; Wingate, 2006) and principles of effective feedback (Gibbs and Simpson, 2004; Sadler, 1983). Consideration will be given to how technology enhanced learning innovations (as described by JISC's LLiDA project, Beetham et al, 2009), particularly when informed by institutional collaboration and a robust pedagogical evidence base, can be used to support the development of essential learning skills. To this end, the rational, functionality and efficacy of 'iLearn' as an online coaching and assessment tool to will be evaluated.

Session Activities and Approximate Timings

The session will be structured as a 25 minute paper (supported by Powerpoint illustrations and reference lists) and will be followed by a 20 minute participant discussion, which will be chaired by the presenter. A flip chart will be used to capture participant contributions and identify common threads. The discussion will be focussed on the following:

In what ways might your institution's strategies and policies be used to support collaboration in the use of technologies?
What are meaningful ways of evaluating the efficacy of online coaching and skills development tools?

References

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