Title: **Exploring the use of ICT and Digital Media to Support the Development of Learning to Learn Competencies and Transition into Higher Education: a cross European Perspective**

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Session Learning Outcomes

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

- engage with a research and development model and theories underpinning a three year European educational development network project which aimed to explore the use of ICT and digital media to support transition into higher education and the development of lifelong learning to learn competencies;

- assess the findings of a European educational development network project which aimed to explore the use of ICT and digital media to support transition into higher education and the development of lifelong learning to learn competencies;

- draw out the lessons learnt, with particular reference to the transferability of these approaches;

- contribute to the sustainability of the project;

- engage with the network.

Session Outline

As lifelong learners, it is likely that many of us will face a number of transitions throughout our lives, moving from secondary school to university, entering employment, moving back into training or education. Not every learner succeeds in the transition to higher education as illustrated by dropout rates (OECD, 2010). While a number of efforts to bridge the gap between Secondary School Education and Higher Education are being made examples of activity exist mainly in pockets e.g. remedial support in mathematics, access to university lectures, open days, virtual campus guides.

Given the strategic priorities of the European Union to increase access to HE and develop transversal competencies such as digital literacy and learning to learn competencies, mirrored by national education priorities and actions across the Member States, the eLene2learn project has developed a multi-stakeholder network in order to explore and promote the

contribution of ICT and digital media in supporting the development of learning to learn competencies in lifelong learning transitions.

The project addresses a number of priorities of the European Policy Framework, Key Activity 3: ICT Networks. Aspects of the network activity include: sharing knowledge, exchanging good practices; providing advice and support on transversal issues; developing recommendations on the changed nature and added-value of ICT for transforming education towards the needs of the future knowledge society.

The project also offers a response to one of the four main benchmarks of the strategic framework for European cooperation in education and training (Strategic Framework: Education and Training 2020), namely that 'at least 40% of people aged between 30-34 year olds should have completed some form of higher education' .

Session Activities and Approximate Timings

The outline of the workshop is a follows;

10 min   Overview of project and introduction to Case Studies which highlight the use of social media, digital media, serious games, ePortfolio and blogs in supporting the development of learning to learn competencies and transition to Higher education.
10 min   Key Findings
10 min   Discussion of findings
5 min   Introduce project website, Facebook and on-line questionnaire
10 min   Final Discussion re. exploitation and sustainability:
How can the resources produced be exploited fully and further developed?
How can the network of people be extended?
How can the digital tools and the technical infrastructure support further development?

References

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Mazzoni, E. and Iannone, M. (2014) From high school to university: Impact of social networking sites on social capital in the transitions of emerging adults. British Journal of Educational Technology Vol 45 No 2 2014 303–315.

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