



FELTAG SIG Autumn and Winter webinar series

FELTAG Movement - *education without barriers*

The FELTAG movement looks for improvements in educational practice, promoting the removal of those constraints which hinder its natural progression, and a new sense of freedom to make positive changes based on the development of technology as found and used in the wider world.

1. The movement is primarily concerned with improving 'learner and learning experience' through technology, for employment, self-employment and active citizenship.
2. It also emphasises value and the use of processes and systems to maximise 'learning efficiency'.
3. Where improvement is possible through technology, barriers to natural progression should be challenged.
4. Change in course and learning design is made by teachers and their students, enabled and encouraged by their managers; capability is understood as the potential of teachers and students to make great changes, and capacity as the ability of the college to accommodate the rate and pace of change sought.
5. Challenges in teaching that need new ways of working are a craft, developed through experience using technology developments outside the control of colleges, who must learn to exploit them rather than ignore or contain them.
6. The purpose of managing technology to great effect is having more time available for the pursuit of higher purposes, and pleasures found in but also beyond technology.

The ALT FELTAG SIG Webinar series

We are arranging a series of 6 lunchtime webinars on emerging pedagogy that creates challenges for teachers in designing learning.

The series supports the aim of the SIG to stimulate thinking in teaching designs around emerging pedagogical themes that present challenges and demand changing approaches, including:

- The emergence of 'over the shoulder' learning – mobile devices, software and content carried by students in a bag
 - That digital literacy-in-action is the third essential skill for all.
 - The development of critical thinking through collaboration with other students
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- The promotion of reflective learning, both as an end in itself and as a means of demonstrating competencies, attainments and attributes
- The outcome of learning presented as unique competencies and attributes
- Increasing use of project-based and enquiry-based learning
- Mastering validity and reliability as critical thinking skills for all students
- The emergence of learning contracts, particularly for apprentices
- Preparing students to interact with like-minded people through online networks and experience the power of ideas

Our 6 webinars will look at aspects of teaching design from this list that encompass some of the points and themes explored in the SIG.

They are:

1. **Digital literacy-in-action** - 24 January 2016, Jay Howett/Jan Low, Dundee College
2. **Using technology to capture and present soft skills** - Date TBC, Daniel Scott, Barnsley College
3. **Using technology to support unique Apprenticeship learning journeys** - Date TBC, Kenji Lamb, College Development Network and West College Scotland
4. **Utilising personal learning spaces in learning design** - TBA
5. **Teaching the skills of self-employment** - TBA
6. **New course designs for reflective learning** - Bella Abrams, Hull College

Geoff Rebbeck - November 2016
