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Apprenticeship Engagement Through Emerging Technology

Raj Patel
Associate Director of Research and Policy

MOLeNET
www.molenet.org.uk

Content

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The policy context

- Ensure that by 2013 every suitably qualified young person who wants to take an Apprenticeship will be able to do so
- Creating a new technician class, STEM apprentices and better progression to universities
- Digital Britain, developing ICT skills and employability
- More Level 3 Apprenticeships and Apprenticeships for up-skilling and re-skilling not just new recruits
- Engaging public and private sector employers new to apprenticeships
- Public sector cuts and greater efficiency - remodelling work-based learning
- 44% the FE estate is awaiting renewal – like for like replacement is not an option

Learning and the digital age

- Churning skill sets – opportunity to update skills without lag time and reducing transaction costs
- Sharing of knowledge – across locations, departments and increasingly, the globe
- Better use of corporate intranets to improve communications and productivity
- New recruits need to learn how things are done – opportunity to better engage the digital generation into the organisation
- The green imperative
- Wireless technology and the mobile revolution - video
- Bridging the new digital divide – social use of technology is outstripping our use in learning and the workplace
- Gaming is bringing interactive skills

Trends in Education

Just for me

Apprenticeship model

Just in case

Standard Curriculum

Bespoke Curriculum

Just in time

Personalised Learning

Just for me

Personal Learning Environment

© Steve Wheeler, University of Plymouth, 2010

Potential benefits?

- "Stores that have implemented the e-learning programme have seen a four to five per cent increase in sales"

  Nike

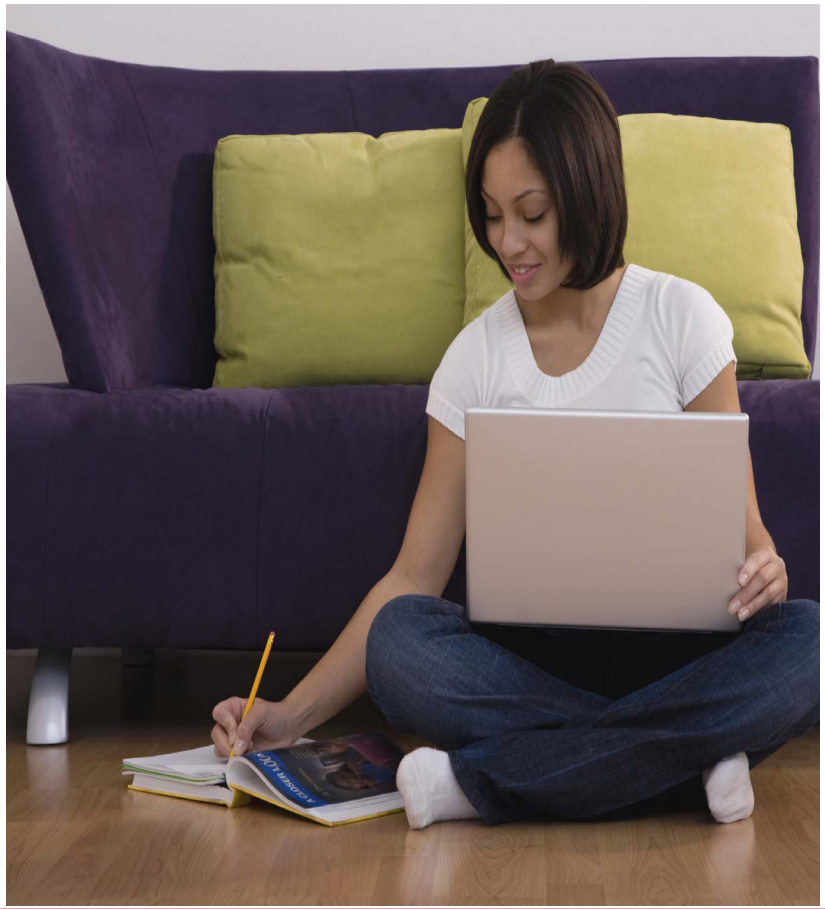
- "Learners spend a total of three to four hours on each course, versus the one-day intensive and costly classroom training"

  SA Bain & Co Ltd

Source: Delivering results with learning technologies in the workplace, Becta (2010)

U.S. DEPARTMENT OF EDUCATION

Evaluation of Evidence-Based Practices in Online Learning
A Meta-Analysis and Review of Online Learning Studies



"The study's major significance lies in demonstrating that online learning today is not just better than nothing – it actually tends to be better than conventional instruction."

Barbara Means (Author)

But ...

- **Not about the medium** - combination of factors (e.g. time spent, content and pedagogy)
- Learning advantages **may depend on age**

Definitions

- **E-learning** - the use of technologies in learning opportunities
- **Distance/remote learning** - formalised teaching and learning designed to be carried out remotely
- **Mobile Learning (M-learning)** - the use of ubiquitous *handheld* technologies to facilitate and extend the reach of teaching and learning
- **Social networking** – using technology to interact, collaborate, provide peer support, share ideas (in a learning context)
- **Media literacy** – the ability to access, analyze, evaluate, and produce communication and information in a variety of forms and means

Some general myths about learning and technology

- All young people automatically understand new technology and require no training to use them – the ‘digital natives’ concept
- Young people will be distracted by the internet and can’t be trusted to stay on task
- Mobile technologies might be inappropriate or too difficult for learners with learning difficulties and/or disabilities
- Allowing the use of mobile technologies, particularly mobile phones, would lead to behaviour management issues in the classroom
- Providing expensive, portable equipment for learners, especially the young and /or disadvantaged, would result in high levels of damage, loss and theft

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Practical application

- **Improve access to learning resources** and guidance for learners in remote settings (e.g. Bolton consortium, Boston, Cornwall consortium)
- **Support assessors** and **improve assessment** processes (e.g. Brockenhurst, Chichester consortium, East Berkshire consortium)
- **Improve the learner experience** and create a learning community (e.g. Huddersfield consortium, Kingston)
- **Engage more with employers by** providing better support (e.g. Bournville, Boston and Wolverhampton)
- Improve **communications and feedback**
- Embed e-learning into workplace and work based learning, and to provide real **workplace opportunities for LLDD learners** (e.g. Aylesbury)

Work based learning issues

- Creating new learning formats and redesigning learning processes – not just a communications or document storage process

- "Work-based learning providers saw great potential in the use of the Virtual Learning Environment; but they had concerns as to whether they could, with their limited resources, fully exploit the potential."

  Ofsted on Virtual Learning Environments (2009)

- Need for better e-learning content – changing but still a 'cottage' industry dependent on bespoke production of e-learning solutions

- Considerable support for the sector, e.g. Molenet Programme (LSC/ LSN), Learning Innovation Grant (LSC/ALP), BECTA, etc. but is there a need for a different funding model for providers?

Engaging with the examining boards

- Mobile devices can support and facilitate new methods of evidence collection and submission - but require validation for qualification purposes

- Several important issues, for example:
  - Supporting and training assessors who work off-site
  - The validity of electronically captured evidence. What criteria?
  - Clear criteria from awarding bodies and examiners around what evidence is acceptable and in which subjects

Engaging with employers

- The Employer Paradox:
  - Want the education system to do more to ensure that learners enter the employment market with good ICT skills
  - But highly varied employer cooperation and enthusiasm when introducing leading-edge technologies into the workplace and work -based learning

- Two-fifths of employers have increased their use of e-learning (CIPD, 2009) in the last 2 year - however need more robust evidence on return on investment

- But barriers can be over come - some excellent examplars: *Regent Consortium, Boston, Lowestoft, Bournville*

Conclusions

- Greater intelligence from SSCs and updating Apprenticeship Frameworks where necessary
- Rethinking ‘guided learning hours’ model
- Developing models of blended learning in an era of constrained public funding
- Partnerships between work-based learning providers and with e-learning vendors
- Integration with the STEM agenda