



Preview #altc22



AmplifyFE Insights 2022

Creating a picture of the vocational learning technology (VocTech) landscape and exploring how to develop and deploy learning technology effectively to best support adult learners impacted by the digital divide.



Launched in
October 2020



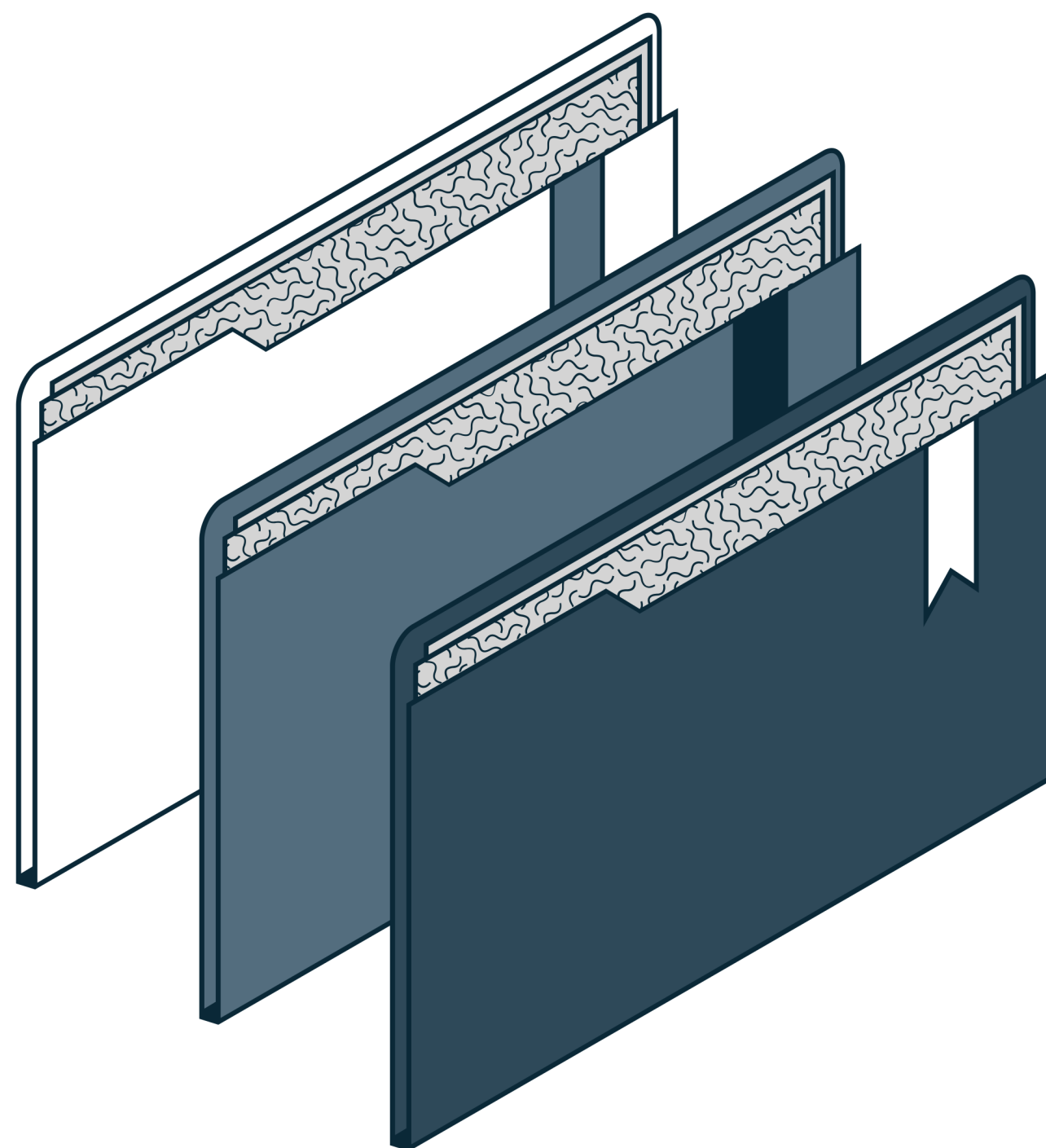
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already connects 1800+ professionals in Further Education and Vocational Education, providing a strong networking community for them to share, collaborate and learn.

Insights 2022

This research from AmplifyFE, in strategic partnership with Ufi VocTech Trust, presents insights from:

- Learners using digital technology in vocational learning and training;
- Educators deploying digital technology;
- Learning and Project Designers.



• Our research draws on:



1

Interviews with Managers and designers from Jisc, DfE, ETF, industry and the Ufi VocTech Challenge.

2

Analysis of digital skills frameworks and sector use of Learning Technology.

3

Community contributions via AmplifyFE and Ufi VocTech Challenge network.

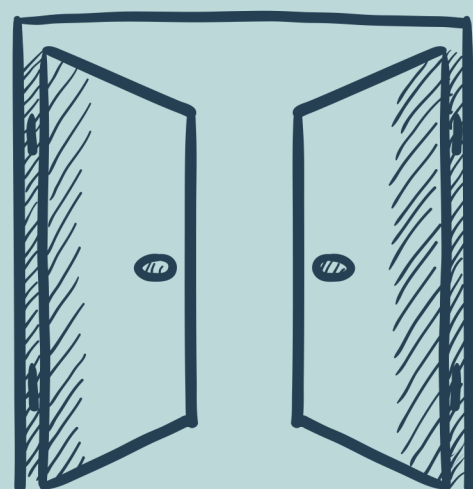


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Our findings

We identified three pivotal factors empowering digital skills development for adult vocational learners.

Pivotal factors **empowering digital skills** development for adult vocational learners:



Open Doors:

Digital access,
support, time to
develop



Meaningful use:

Confidence,
relevance,
wellbeing



Digital identity:

Identity,
awareness,
skillset

WELL I
DON'T KNOW...

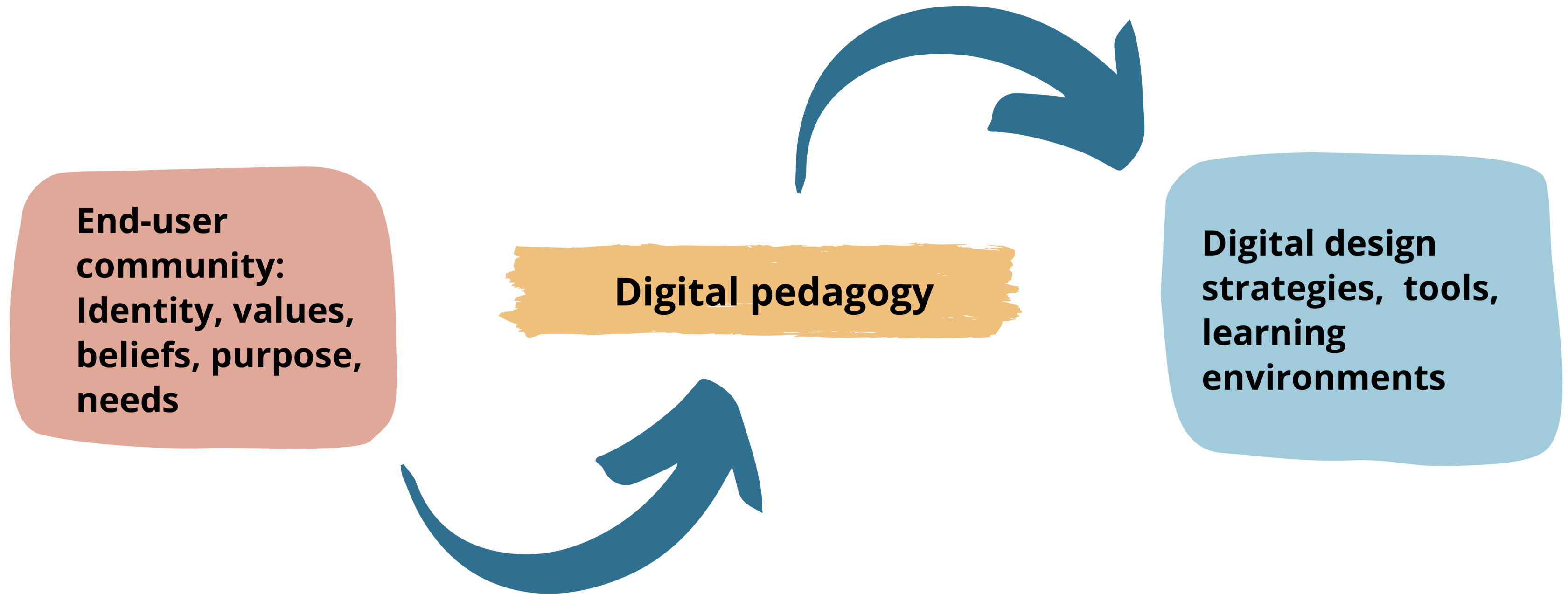
...BUT I KNOW
SOMEONE WHO DOES

**Drivers of digital
learning design:**

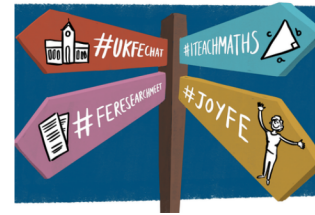
**the learner-centred
community model
of innovation.**

Drivers of digital learning design:

the learner-centred community model
of innovation.



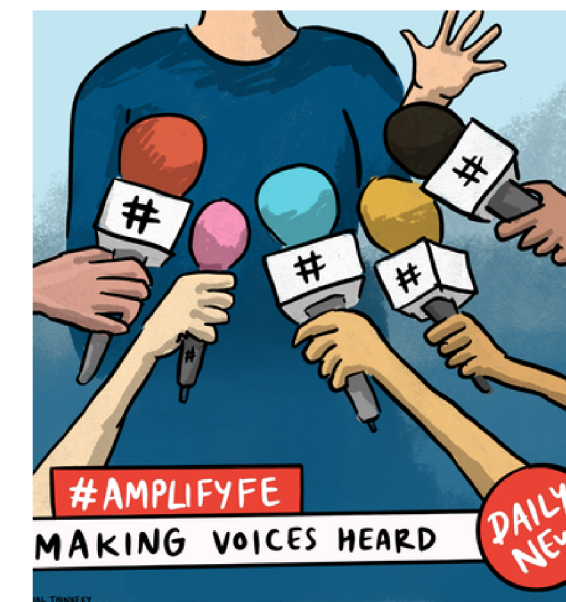
Who's here? #amplifyFE



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How can we empowers educators in using VocTech?



How can we **empower** educators in using VocTech?



Pedagogy comes first

Digital innovation must be informed by the educator/user.

Technology follows, not leads, practice.

Technology shouldn't be forced on educators.

Teachers' identity

Start with educators approach and strengths.

Explore learners' preferences.

Grow value added digital in a co-ordinated manner.

Challenge assumptions

Make no assumptions about educators digital skills, knowledge or access.

Make time to observe, question, communicate and collaborate.

Articulate value


Explain why 'digital matters' for work and life, using tangible examples.

Demonstrate how digital skills open up horizons for learners, their family and community.



**Help educators and trainers
glimpse what's**

impossible



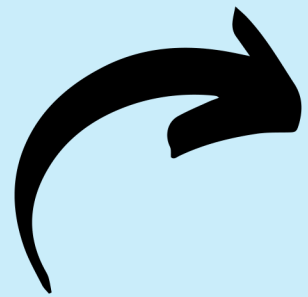
**Demonstrate
immediate impact
and benefits of using
digital tools
appropriately.**

**Challenge the
perception that tools
like social media are
'frivolous' or
unprofessional.**

**Demonstrate how
social media can be
used to support CPD
and professional
networks.**

Imagining the model Voctech project what learning design teams tell us

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**clear communication
through regular whole
team and sub-team
meetings**

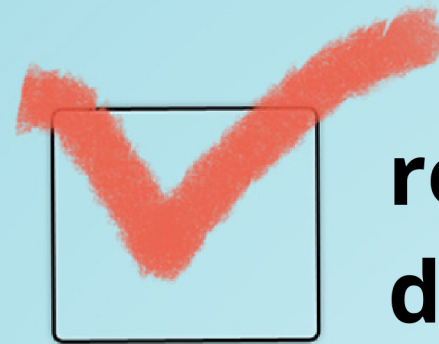
**achievable,
motivational
KPIs**



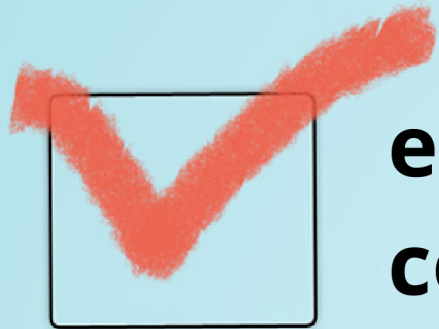
**careful curation of
journey stages to use
in interest raising and
promotion**

**mutually understood
vision and purpose for
innovation**

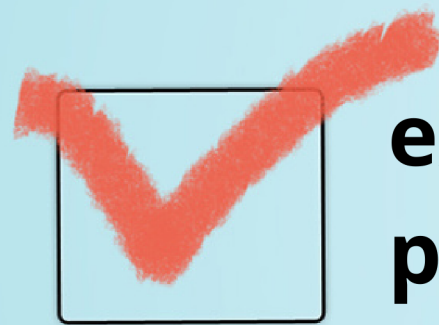
How learning
design teams
innovate:



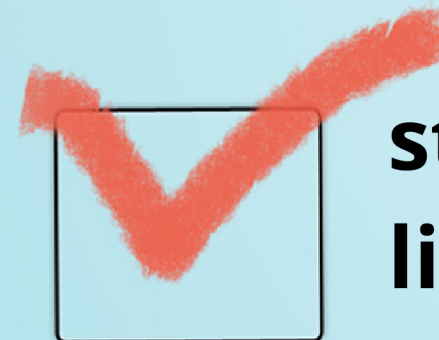
**robust problem
definition**



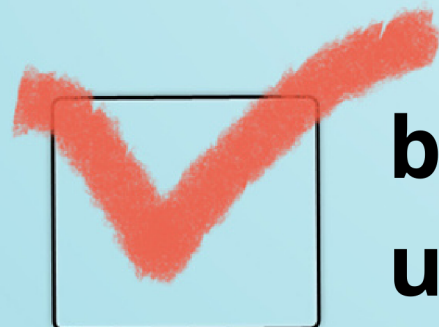
**end-user community
co-design**



**extensive
prototyping**



**strong stakeholder
links**



**building future scalability & new context
use into the design plan**



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How can we **empower** organisations in VocTech innovation?



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Senior Teams take decisions informed by end-user, educator and designers' needs and with their input, not imposed from above.

Foster a culture of 'critical curiosity' for continuous review of existing workflows, tools and platforms.

Projects are used as opportunities for learning through research and evaluation.

Establish robust and structured approaches to research and share insights widely and regularly.

Support both long term consistency and new expertise and ideas across teams and projects.





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Look out for the full report and
explore the findings
amplifyfe.alt.ac.uk/research





Thank You

