TEL: strengthening links with practitioners

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Utilising potential of ICT to enhance learning

- UK research councils funding TEL programme
- TLRP: aims to improve teaching and learning across the lifecourse

Challenge 1: *interdisciplinarity*

- personalisation; inclusive; flexible; productive: more effective learning
- examples: speech therapists; TmL

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Challenge 2: *recognising value of but drawbacks to personalising learning*

- - much personalisation only skin deep
- - may encourage superficial learning
- Examples: learner modelling; personal development planning

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Challenge 3: *build on what has already been achieved*

- build on achievements behind the leading edge to achieve significant impact
- easier to seek funding for new developments
- co-ordinated evaluations to produce overview articles disseminated widely to users of research
- Examples: e-science; knowledge-sharing; collaboration and workflow tools; simulations in science; medicine and engineering

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Challenge 4: *implementation rather than development as the key challenge*

○ much learning technology research fails to address problems of practitioners or resource controllers

○ ongoing involvement of stakeholders

○ researchers need an evidence-informed approach to management of change

○ Examples: NGRF – content rewritten by practitioners

○ TLRP commentaries on teaching and learning; group work in science; supporting learning to learn; pupil involvement

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Challenge 5: *fairness, equity and inclusion*

digital divide

○ improving reach of education and LLL to those beyond the mainstream (disability; disadvantage; exclusion)

○ Examples: special needs education; accessibility for those with disabilities

○ Educational purposes

○ Innovation

○ Pedagogy

○ Technology-enhanced learning

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- What might an educated 19 year-old look like
- Pedagogic means to achieve those goals
- Lead to strategies to improve resilience; improve informal reasoning or whatever

Innovation in learning: TEL can play a role but should not be the driver

- Reform: values driven; pedagogically sound; technologically enhanced; underpinned by R& D; with a clear strategy for management of change and user engagement.

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The Dual Challenge:

- Serving the Career Counselling Community
- Up-skilling the workforce

Methods:

- The National Guidance Research Forum website
- Online module

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National Guidance Research Forum (NGRF)

(http://www.guidance-research.org)

Designed to:

○ support the professional development of career guidance professionals

○ bring research & practice closer together

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National Guidance Research Forum (NGRF): Welcome!

This NGRF website contains rich resources relating to 'guidance' in its broadest sense. Additionally it provides you with the opportunity to link up with others with shared interests for discussion and comment on line.

The overall **purpose** of this NGRF website is to **bring practice and research closer together** . This depends on your involvement. Don't hold back, join an online community which has the potential to make things happen in career guidance at all levels.

- **Use** the Site Map facility for an overview of content and a flavour of the topics covered

- **Explore** in detail the three main resources on the site: Making Guidance More Effective , LMI Future Trends , and the ⇨ National Library Resource for Guidance

- **View** and **join in** group discussions - constantly changing! The use of this website is completely free, but you will need to register with the site to participate in discussions.

- **Inform the future** direction of career guidance - right now you can participate in the IAG review on guidance, give your feedback on the Training and Development Agency for Schools or barriers to teaching as a career more broadly and share your thoughts on how to consult with service users. Browse all the current discussions or start your own.

- **Find out** more about how this website developed and who took part in about us

This site is for you! Whether you are a practitioner; manager; trainer; researcher; student; trainee or policy maker - anyone with an interest in guidance in the UK. All are welcome to access the resources and use the interactive features within the NGRF Website. If you wish to participate in discussions simply log in to register. Alternatively, to give feedback on the site or contact the editorial team with ideas or contributions then - please email us .

One area of our work which will expand is on the comparison of qualifications. We have been working with the qualifications authorities of England, Scotland, Northern Ireland, Wales and the Republic of Ireland. Attached is an interactive version of the Qualifications can cross boundaries - a rough guide to comparing qualifications in the UK and Ireland leaflet. From within the table you will be able to make broad comparisons of qualifications across levels in the five countries.

If you are interested in joining similar on-line guidance communities visit the:

- European Guidance Research Forum at ⇨ http://www.guidance-europe.org and

- European Centre for the Development of Vocational Training at ⇨ http://communities.trainingvillage.gr/lifelong_guidance

The guidance community is international and inclusive - get involved!

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LMI Future Trends - Labour Market Information

What's new?

- A **new navigation tool** has been developed which allows the user to easily navigate information within a sector and across sectors. Find out more in What can I do here?

- **NEW LMI** for the Food and drink manufacturing and processing sector and Justice: custodial care, community justice and police

- **Updated sectors are coming soon including:** Clothing, footwear, textiles and servicing, and Constuction

- New LMI produced in partnership with the Sector Skills Councils is available for: audio-visual industries; the Health sector; IT and Telecoms; Agriculture; Engineering; Active Leisure and Learning; Chemical, nuclear, oil and gas, petroleum and polymer industries; and the Logistics sector

Sector future trends

Browse LMI information by sector by using the navigation tree at the left of the pages.

For detail on sector coverage and example occupations click here.

Regional and national information

We will soon have much more information available by region/nation. Click here for current information. A sneak preview of our upcoming interface is also available (to be completed in Winter 2006).

More LMI sources

This section of the site is under-development.

Discussing LMI in practice

Our LMI Future Trends community discussion is open for contributions and discussion from the broad practitioner community.

What is LMI future trends?

Learn more about LMI Future Trends, its structure and development here.

What can I *do* here?

Find out more about navigation and printing.

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Equal opportunities

⊞ Table of Contents (click the box to the left to show/hide; click titles to go to sections)

Key information on equal opportunity issues specific to the sector.

Gender

- the representation of women varies greatly between the audio-visual industries - in broadcast TV, cable and satellite TV and film distribution women account for more than half of the workforce. (Go to the Occupations section for more detail)

- the levels of female representation are lowest in electronic games (8%), processing labs (7%), facilities (22%), post production (26%) and offline multimedia (26%)

- 93% of the workforce in make-up and hairdressing are female

- 74% in costume/wardrobe are female

- 0.1% of the workforce in camera, lighting, sound and cinema projection are female

Source: Skillset website 2005

Image supplied with thanks by the BBC.

▶ **Representation of women by audio visual industry, 2004**

Ethnicity

- the representation of ethnic minorities has decreased slightly since 2003 from 7.4% to 7%

- in broadcast TV (9.1%), web and internet (9.3%) and cinema exhibition (9.1%) there are high levels of people from minority ethnic groups

- electronic games, offline multimedia, commercials and processing labs all employ less than 4% ethnic minorities

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Regional / national dimension

Although the audio-visual industries are concentrated in and around London and the South East, there are significant clusters in other regions. The South West is a centre for animation; Scotland, the North West and the South East have large numbers of games production companies.

A key issue for all nations and regions throughout the UK is retaining and sustaining talent once it has been trained and developed. Many English regions are trying to build up their local production bases, but incoming production companies mainly bring their own talent and crew. The sector as a whole is finding it difficult to develop or retain local talent, as many relocate to London and the South-East.

Source: Skillset 2005a

Work base of the sector by English region, 2004

South West of England 4%
West Midlands 3%
East Midlands 3%
North East of England 3%
Yorkshire & the Humber 3%
East of England 3%
North West of England 6%
Wales 4%
Scotland 4%
Northern Ireland 1%
South East of England 15%
London 52%
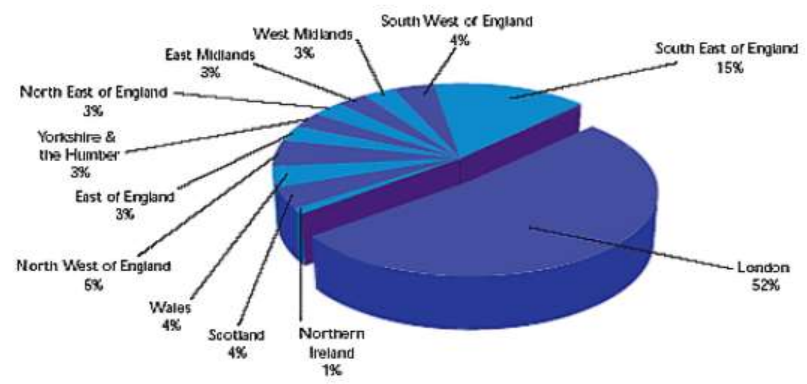
Source: Skillset 2005b, page 113. Based on the Skillset Census data.

N.B. Excludes cinema exhibition, film production, performers, photo-imaging and freelancers available to the workforce, but not employed at the time of the survey.

For more information on the demographics and industries of the sector by region see:

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On-line module: a possible solution?

Aim:

develop the ability to access, understand and manipulate Labour Market Information (LMI) as part of an effective career counselling process

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Key issue:

- Aspirational – joint construction of the knowledge base through evolution and evaluation

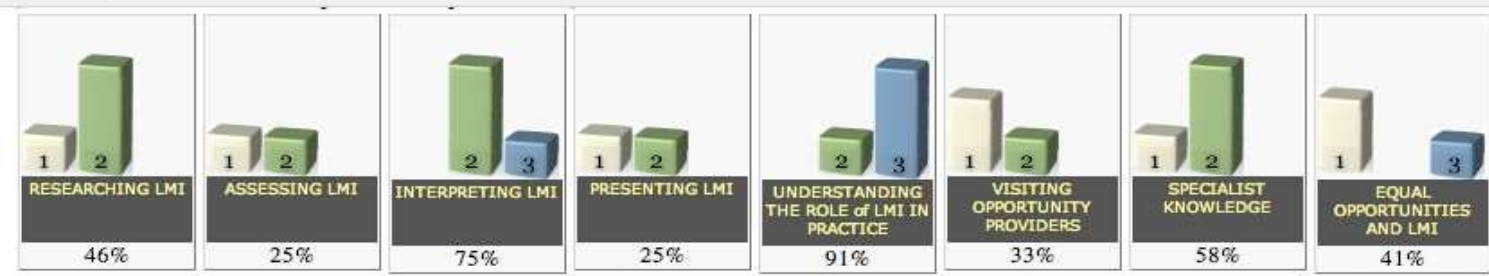**A massive undertaking!**

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Key challenges:

- Content that caters for different levels of experience and expertise
- Facilitate interaction with content
- Accommodate various approaches to learning
- Creating a free-standing module

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Examples of module features:

- Competency check list
- Interactive quizzes
- Card sort
- Auto-generated action plans
- Quotations database
- Supporting text – evaluating LMI sources
- Websites and resources
- Discussion and sharing features

RESEARCHING LMI	ASSESSING LMI	INTERPRETING LMI	PRESENTING LMI	UNDERSTANDING THE ROLE of LMI IN PRACTICE	VISITING OPPORTUNITY PROVIDERS	SPECIALIST KNOWLEDGE	EQUAL OPPORTUNITIES AND LMI
46%	25%	75%	25%	91%	33%	58%	41%

`1 2 2 2`

RESEARCHING LMI - being able to find LMI efficiently from a range of sources

I can...

1 = developed a little
2 = quite developed
3 = very developed

hide skills

	1	2	3		
Identify possible primary and secondary sources of lmi	1✓	2	3		
Find my way around the NGRF website	1	2✓	3		
Access reliable sources of LMI efficiently	1	2✓	3		
Obtain LMI from a variety of sources	1	2	3		
Organise LMI into formats that are meaningful for my work	1	2✓	3		

`2 1`

ASSESSING LMI - selecting LMI appropriate to meet the particular information needs of your clients

I can...

1 = developed a little
2 = quite developed
3 = very developed

hide skills

	1	2	3		
Assess accurately the LMI needs of clients	1	2✓	3		
Demonstrate an understanding of criteria relevant for choosing between sources	1	2	3		
Differentiate between robust and unreliable LMI that is: critically apply	1✓	2	3		

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Address http://www.guidance-research.org/Members/lucymarris/lucysblog

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▾   Finding out where practitioners strengths and weaknesses are in relation to LMI

29-September-2006

Had a useful talk with Mike about the competency check list idea and how we can capture the data from respondents to gain a sense of where practitioners feel confident working with LMI and where they might feel a need for more help.

Of course, it will be quite a crude tool, but as respondents indicate how confident they are in e.g. visiting employers, if we capture and collate that data for all users (as well as providing it to the individuals concerned) then surely a picture will begin to emerge about where collectively there might be a training or resource need.

I've suggested that we create bar charts for users that displays for them in a visual way the 8 categories identified within the moduld for workign with LMI and indicates how they responded to show whether they feel confident or not in each area. Its a small step (surely) to collate that data from all respondents to see if any pattern is apparant.

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74 Cards Remaining

Click one of the tray-labels to place the top card in that tray

Welcome to the LMI card-sorting activity!

How relevant to your own needs are the issues described in these cards?

Sort the cards into the trays below.

What employment opportunities are available in this area?

How relevant to you is the issue written on the card at the left?

5 Very Important

4 Important

3 Fairly Relevant

2 Not Important

1 Not Relevant

Re-Shuffle & Deal Again

5 cards   3 cards   5 cards   2 cards   1 cards

The following cards have been sorted into the tray "*Not Relevant*":

Close this display

- Are post-graduate qualifications regarded as helpful/ essential in particular careers?
- How does the industry recruit new entrants?
- What are the skills shortages at the moment?
- What sectors are in decline?
- Employment trends and outlook

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The missing link: Innovation in Personalised Learning

- Individualised solutions
- Reflection & critical engagement
- Continuing Professional Development
- Collective knowledge building through harnessing interactive potential of ICT

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Whilst employers can understand and accept the need for reflective practice a key issue remains can they protect the time to enable this to happen….

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Conclusions….

Work in progress

Questions and comments?