

Learner transformation: A case study of research-rich technology enhanced learning and teaching.

The global economy is changing and with this, the expectations placed on Higher Education from Governments, employers and learners across the world. In response, Higher Education is reviewing and re-evaluating what graduates need from a careers perspective and how the delivery of the curriculum changes learner capability. It is within this context that Higher Education is developing innovative forms of learning that aim to empower learners and promote the idea of life-long learning. The key to this empowerment of learners is the shift away from didactic, top-down teaching that is designed to transfer knowledge to a passive audience, to an approach where learners are actively engaged in the learning process. The added-value contribution, which enhances the learning experience, is the richness of the technologies that support this approach and enhance learning. This paper describes the move to a research-rich technology enhanced curriculum within an English Business School that introduced an inquiry-based technology enhanced, collaborative approach to learning.

Prof Dr Stanley Oliver

Director of Learning and Teaching for Distance Learning
Northumbria University

Dr David Stoten

Senior Lecturer - Academic Development and Professional Support / International Distance Learning Programmes / Corporate and Executive Development (CED)
Northumbria University

Paul Trueman

System Manager - Learning and Teaching
Northumbria University