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Learning journeys: sharing resources for embedding progressive learning development

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## Session No. 5.2a

### **Learning Journeys: Sharing Resources for Embedding Progressive Learning Development**

**Amanda Tinker, University of Huddersfield**

#### **Abstract**

Following on from work done on integrating learning development into the curriculum (Hill and Tinker, 2013), we have since concentrated on specific aspects of student progression, and in particular how the 'forgotten' second year of study (Tobolowsky, 2008) can be used to bridge the gap between first and final years. Through focus groups with students, staff and learning developers, we have established where perceptions of a multi-layered learning journey merge and diverge. Using voices from the focus groups, this presentation identifies shared themes of progressive learning development, but also illustrates the complexity and conflict inherent in these perceptions. The challenge for learning developers is to acknowledge these tensions and design curricula resources and timely interventions which balance the expectations of both teachers and learners. We will showcase a new website resource, developed with ALDinHE, which provides materials to encourage and support learning developers to collaborate with subject specialists in embedding academic, information literacy and employability skills progressively within the curriculum. These materials include a searchable database of case studies, a bank of research literature, and audio, video and workshop resources. Experiences, ideas and concerns of learning developers, captured at the ALDinHE Embedding Skills Day (June 2012), are also incorporated.

Hill, P. and Tinker, A. (2013) 'Integrating learning development into the student experience'. *Journal of Learning Development in Higher Education* 5 [online]. Available at: <http://www.aldinhe.ac.uk/ojs/> [Accessed 25 November 2013].

Tobolowsky, B. (2008) Sophomores in transition: the forgotten year. *New Directions for Higher Education*. 144, 59 – 67.

#### **Session Plan**

Introduction, rationale and background (5 minutes)

Focus group findings and audio voices (10 minutes)

A guide through the web resource (5 minutes)

Discussion and questions (10 minutes)

#### **Co-Presenter**

Pat Hill

Academic Skills Tutor