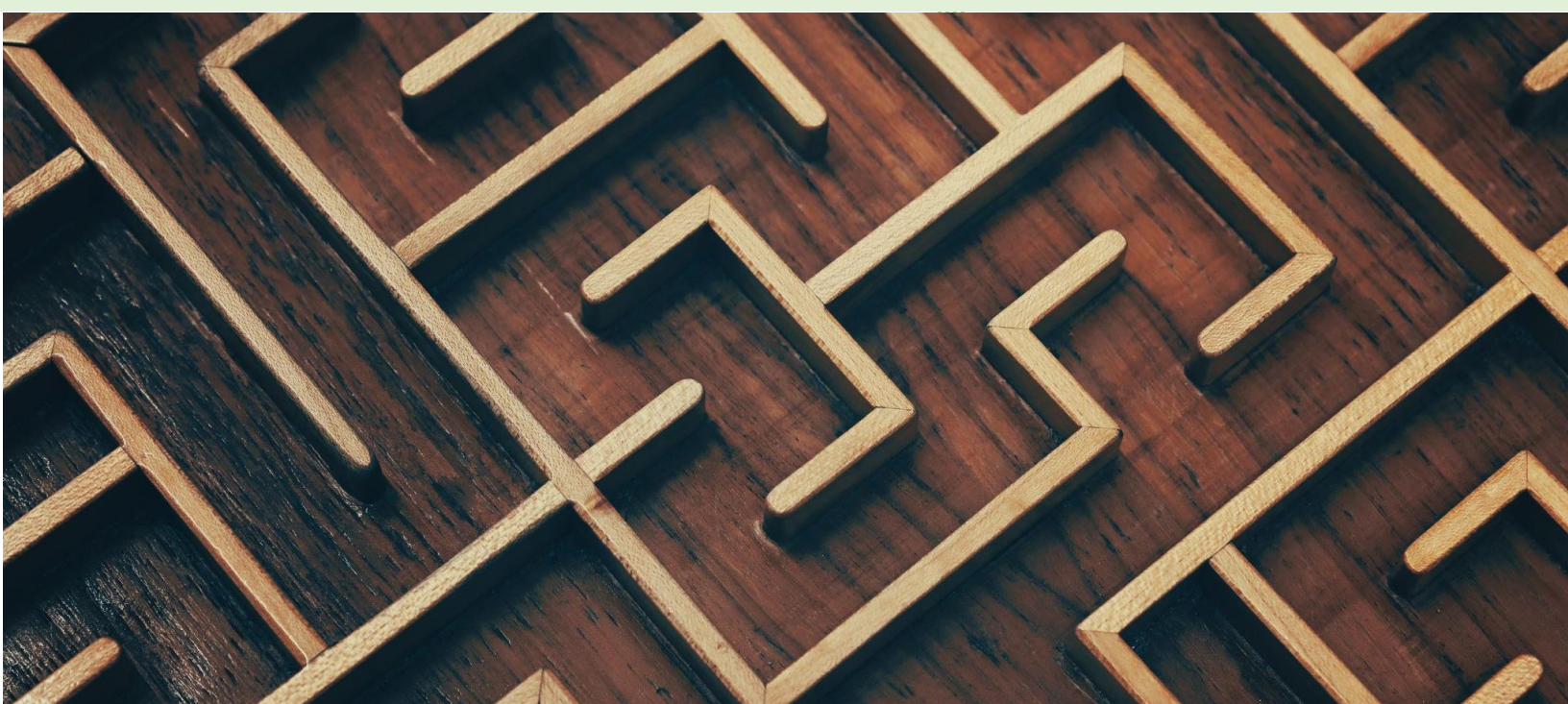




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*Boird Oideachais &
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ETBI Blended Learning Series- Session 9 Summary Study Skills & Blended Learning policy context (1)



Blended Learning Series- Session 9 Summary

Study Skills resources and integration in blended learning policy

I. Poll: What have been emerging requirements in study skills support in the past year?

Managing time - allowing sufficient time to access material and upload assignments	Fake news skills ie. what is relevant what is not? accuracy of sources	How to work as part of a Team when online Literacy supports Motivation to learn when not in a F2F class.	Tutorials for learners
Time mgt & tech being the biggest issues	Assistive tech - growing need for support for learners in this area. Teachers need upskilling. Can fall between the cracks	Self-Directed learning skills	PD and teacher development
Referencing	Learners need help in deciding what is important information and what is not	Teachers needed support with technical issues, which in return impacted on their timely support for students (I am in a teacher support role)	Learners need guidance in organising folders and subfolders in OneDrive or equivalent

II. Breakout Room discussion

Study Skills supports	Policy context
<ul style="list-style-type: none"> ➤ Access and navigation of technology, Moodle, teams. 	<ul style="list-style-type: none"> ➤ Support services and quality structures; oversight planning; allocation of roles and support teams
<ul style="list-style-type: none"> ➤ Professional Development for staff 	<ul style="list-style-type: none"> ➤ See Infrastructure section in ETBI Blended Learning policy example
<ul style="list-style-type: none"> ➤ Digital Literacy support through workshops, learner guides and collation of resources 	<ul style="list-style-type: none"> ➤ Learner supports and assessment of resource needs as part of governance and quality improvement planning mechanisms

➤ Use of FET booklet to give the learner a voice	➤ Learner engagement and integration- part of learner skills and knowledge base interface; support structures as part of quality review processes, including learner feedback and polls
➤ DCU Fake news projects, a series of materials which can be utilised to deliver workshops.	➤ Programme development, design and programme quality reviews
➤ Funding Resources	➤ Governance and oversight: statutory and organisational policy domains
➤ Use of clear signposting for learners.	➤ Programme development, instructional design and blended learning infrastructure
➤ Use of a clear file management system, mirrored by practitioners with constant re-enforcement throughout the programme.	➤ Part of programme review structures, resource management and capabilities, including professional development and training
➤ Use of track changes in word to create an interactive discussion on the work.	➤ Content development, input/ lessons; learner supports and digital literacy
➤ Adapting to being a learner	➤ Learner pastoral care and supports: organisational and programme context (see ETBI Blended Learning Policy example)

III. Recommended resources and ideas from breakout discussions

A guide to citing, referencing and academic writing at QUT
DCU ‘Fake News’ webinars and engaging activities for learners and practitioners
An excellent channel for media literacy support
Microsoft support for navigating and managing assignments
Microsoft free online skills courses and training, including digital skills applicable to FET blended learning and future employment
Free online study skills training and short courses with Education Matters

IV Recommendations for study skills supports

- ✚ Time Management: managing workload, preparedness for unfamiliar modes of delivery
- ✚ Timelines: Learning diaries, autonomous activity in prioritising timelines, management of workload through Microsoft Teams Applications
- ✚ Consistency: communication with tutors, progress reporting patterns

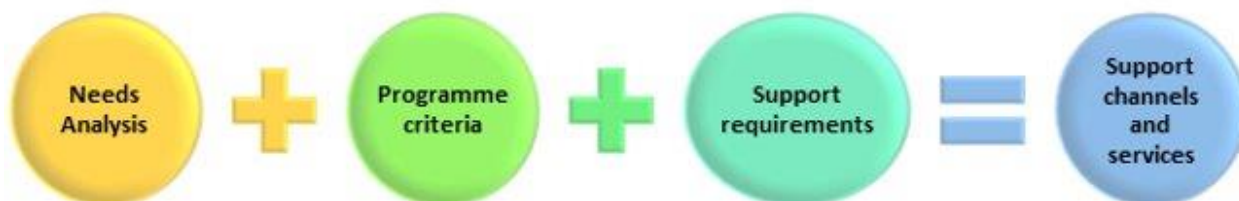
- ✚ Enrichment activities: e.g., Webchats, support communities, social hubs and study groups
- ✚ Reflective practice: ‘reflection in and on action’, reflection and dialogues on assessment outcomes
- ✚ Assistive technology:
 - Ablenet: free [webinars](#) for accessibility, literacy, numeracy and study tools
 - 'Beit Issie Shapiro': Promoting engagement through [technology training and tools](#)
 - Improving accessibility and inclusion with [tech tools](#)
 - Reading, writing and digital tools [Supporting resources](#)

V Poll for topics to be covered in the next session

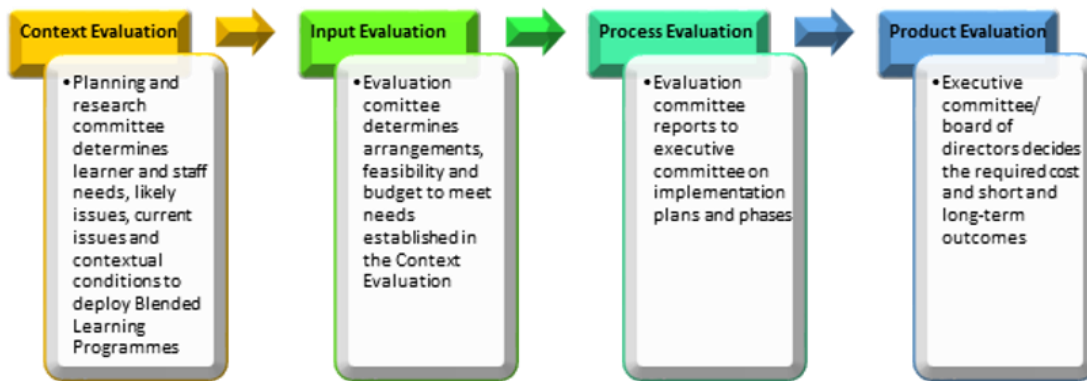
- ✚ “Useful supports to integrate study skills in FET not just at induction”
- ✚ “Study skills for staff/ staff training”
- ✚ “Suitable for all FET programme levels”
- ✚ “Integrating study skills events and needs among learners”
- ✚ “Also, what should be in the induction regarding study skills”
- ✚ “Linkages between learning styles and study skills”
- ✚ “Study skills for learners where English isn't their first language”
- ✚ “Study skills for learners with SEN, e.g., Dyslexia”

VI Policy context

1. Assessing learner skills needs: recommendations highlighted in this session proposed a combination of infrastructure and capacity assessment alongside learner needs analysis, and the ‘interface’ stage during the enrolment and induction process. A simple quality review model at the programme level was suggested as follows (see previous Blended Learning sessions and discussions, plus ETBI blended learning framework and policy example).



2. Proposed overarching governance and implementation structure



*N.B. Session 10 focus: Study Skills and subject generated from poll conducted with attendees.