

## **UoN Learning and Teaching Conference 2017**

### **Cracker-barrel Session**

#### **Cracker-barrel Session Title:**

*Online Photography Toolkits – Digital Approaches to Practical Delivery*

#### **Questions posed:**

1. How effective is online learning within a practice-based subject? Should there be any limitations in terms of the extent to which online learning is implemented in this essentially practice-based course?
2. What are the challenges and opportunities associated with this method of delivery?
3. Considering the demands on staff time to enable the transition to online methods, how would such challenges be resolved?

The Photography team have created a series of digital toolkits to enable students to access information ‘on demand’ through a number of platforms and mobile devices. The development of effective digital resources to facilitate independent asynchronous skills-oriented learning (that commonly involves a hands-on approach) has been acknowledged as an essential need and a challenge in previous Photography CAleRO workshops. The development of these resources also provides potential for greater openness, in terms of sharing resources among departments and the wider public, for educational, pedagogic, and marketing purposes.

In line with our Waterside move, the toolkits will provide a digital resource to aid blended and flipped learning within Photography undergraduate programmes – a way to provide access to essential technical information and support beyond the confines of conventional teaching environments. This project would be appropriate for first year students needing additional support, as well as second year and Top-Up students requiring a refresher of practical skills. Traditional teaching approaches can pose barriers to a number of students, and offer only a finite duration of contact through practical delivery. It is hoped that the implementation of online toolkits will promote inclusion and lead to improved engagement and achievement for all learners, including the significant number in our cohorts who have learning differences and physical disabilities (e.g. deafness).