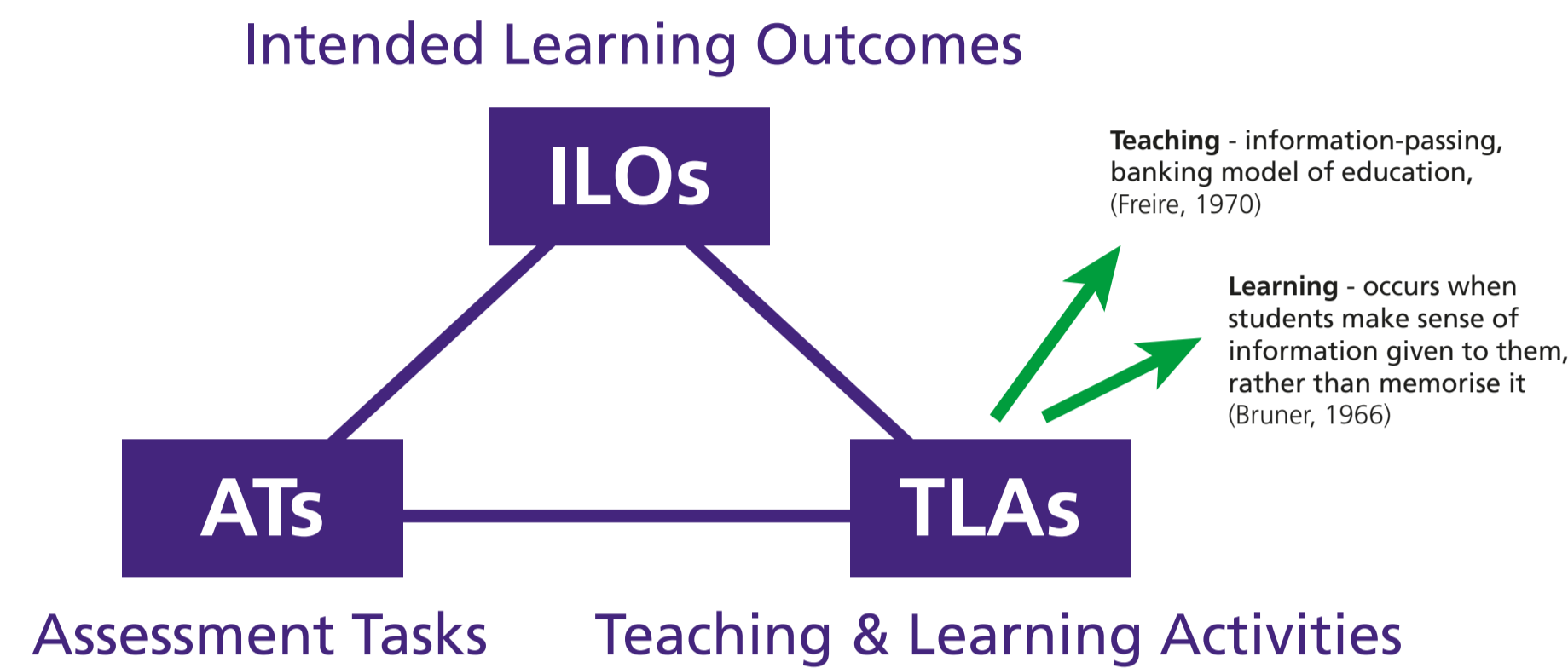


From Technology-supported to Digitally-Optimised Learning: Driving Inclusivity and Person-centred Learning

Author: Nika Enrera

Figure 5 - Constructivist pedagogy (Bruner, 1966)

Constructive Alignment (Biggs, 2003)



Biggs, 2003; Bruner, 1966; Freire, 1970

Technology-supported Teaching

- Adds digital tools to existing teaching practices without fundamentally redesigning pedagogy.
- Learners are expected to progress at the same pace, dependent on fixed structures, and limiting autonomy and inclusivity, (Council for Science and Technology, 2020).

Example: QR codes for survey, quizzes, polls, interactive whiteboard, etc.

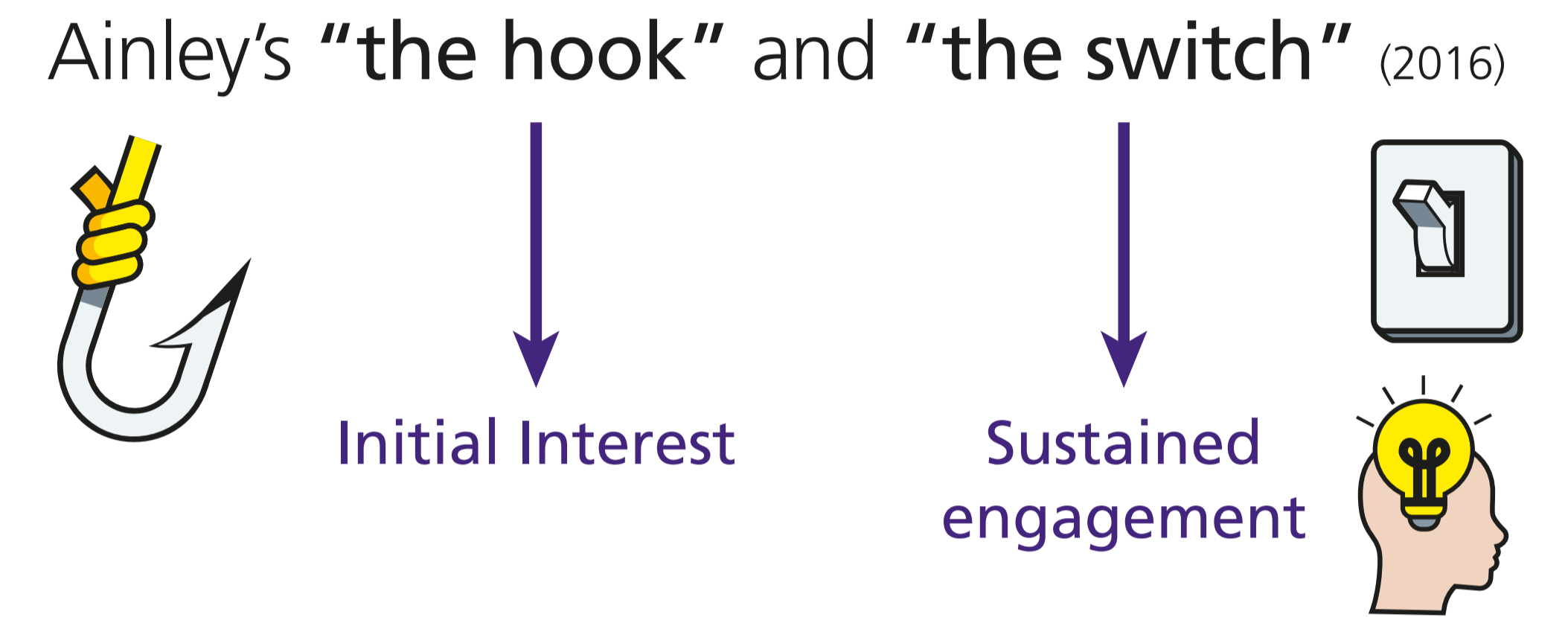
Digitally-optimised Learning

- Involves systemic redesign of learning environments to fully leverage digital technologies.
- Learner-led learning, would provide learners the flexibility to choose when, where, how, and at what pace they learn, (Gordon, 2014).

Example: e-learning modules, digital simulation, etc.

Achtypi and Isiaka (2025); Education Endowment Foundation (EEF) (2025); Gordon (2014); Council for Science and Technology (2020); National Literacy Trust (2022)

Figure 6 - Interest-based, motivational pedagogy within a constructivist framework



Fryer, Ainley and Thompson, 2016

Relevance to conference themes: Capitalising on digital technologies to support education and learning in workplaces (Theme 2)

This project relates to Theme 2, capitalising on digital technologies to support education and learning in workplaces. During the pandemic, education continued through virtual platforms. Both educators and learners experienced the benefits of technology in education, (Cook and Dunn, 2022). Building on this foundation, digitally-enhanced learning, through modern software, would provide learners the flexibility to choose when, where, how, and at what pace they learn, (Gordon, 2014).

Background

Whilst the current teaching practice incorporates technology, QR code-scanning for quizzes or surveys, there is still a need for a digitally-optimised approach that embeds inclusivity, and personalised, learner-led learning. To address the gaps arising from virtual learning, a face-to-face workshop, in addition, would allow peer interaction after learners complete the theoretical elements online. Embedding this approach promotes flexibility, person-centred learning, and sustained engagement in workplace education.

Purpose/Aims

The aim of this project is to provide a blended learning model that would support inclusive learning, where learners would learn at their own pace, promote a learner-centred approach, and provide autonomy to learners.

Figure 1



Figure 2

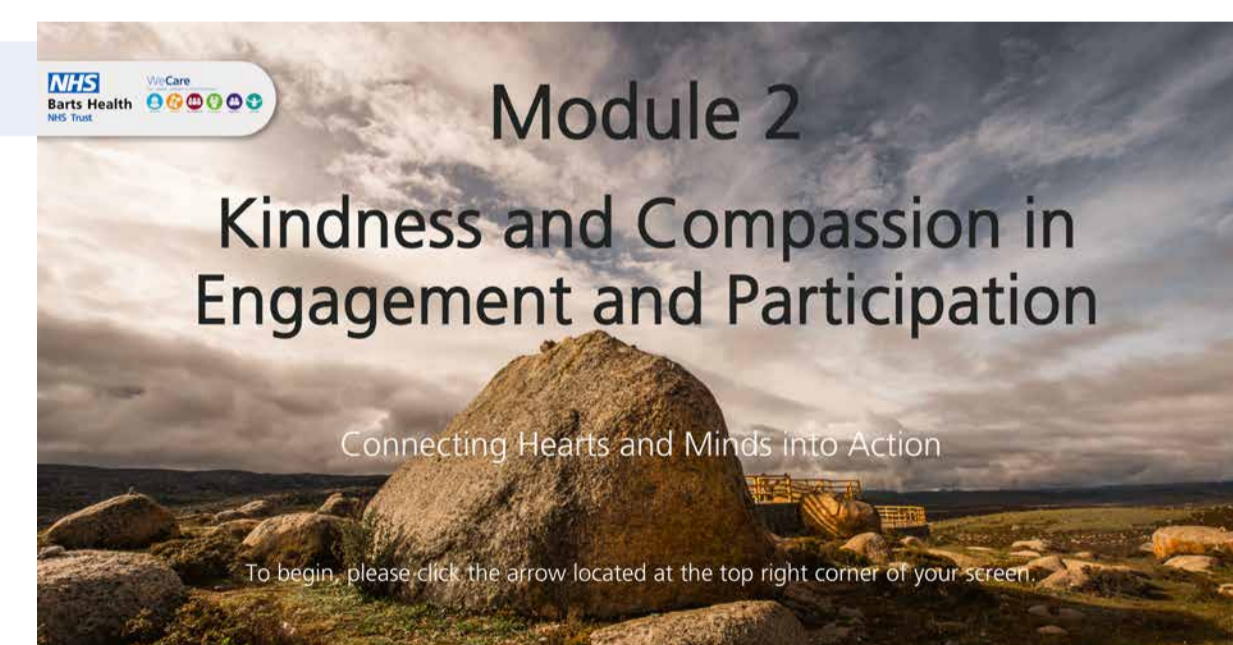


Figure 3



Figure 4



Design/Methods for description

Four e-learning modules will be delivered through a Learning Management System (LMS) platform: Embarking on Engagement and Participation (Figure 1), Kindness and Compassion in Engagement and Participation (Figure 2), Belonging in Engagement and Participation (Figure 3), and Impact Measurement and Evaluation in Engagement and Participation (Figure 4).

Modules are accessible through computers, laptops, tablets, or mobile phones. These modules focus on patients and healthcare professionals' engagement exchange that aims to improve patient care. Each course has introductory mindfulness session, interactive contents, immersive videos, gamified elements, reflective prompts with workbook, and knowledge check. This method of delivery is guided by a pedagogical framework that incorporates digital innovation with person-centred learning.

Constructive alignment (Biggs, 2003) plays a major role in creating the contents to guide learning in practice. An interest-based, motivational pedagogy within a constructivist framework (Figure 5).

Ainley's "the hook" and "the switch" model (Fryer, et al., 2016), is one of the pedagogical building blocks of the e-learning modules to promote initial interest, sustain engagement, and encourage deeper learning (Figure 6).

To complement the e-learning courses, a face-to-face workshop for group interactive activities, discussions, and collaboration. The delivery is centred on collaborative, experiential, and active learning pedagogical approaches.

After the programme, the learners would be invited to attend "Campfire Conversations" forums for peer support and shared learning. These events are grounded on social constructivism, community of practice, and structured reflective practice pedagogical approaches.

Planned Evaluation and Predicted Outcomes

Learners will complete surveys capturing experience, satisfaction, and inclusivity components such as accessibility, usability, autonomy, and psychological safety. Completion logs will be tracked through LMS for data collection. Expected outcomes include improved learner engagement, inclusivity, and improved workplace learning culture.

Discussion/Conclusion/ Implication

Whilst e-learning modules are widely available, the uniqueness of this project lies in the combination of digital innovation and multiple pedagogical approaches applied at each stage of the programme, specifically the e-learning modules 1 designed, as an educator, using Storyline 360. The upcoming implementation would provide evidence on the feasibility and impact of these approaches in healthcare workplace education and would discover implications and limitations for replicating the model across multiple workplace contexts.

Acknowledgement

The project used a software, Articulate Storyline 360 funded by Barts Health NHS Trust.

Reference list

