**Proposal for discussion, April 2021**



 **A CLD professional learning opportunity**

**Quality in online and blended learning - research-based practitioner learning**

* Supporting CLD practitioners in the West Partnership to learn, share, research and reflect on what makes up high quality online, remote and blended learning (referred to as remote learning from now on).
* Consisting of an introductory session, optional webinar, individual research by each participant, a sharing findings session.
* Contributes to CLD Standards Council competencies:



 A: Know and understand the community in which we work

 G: Evaluate and Inform Practice

**Session 1 Introduction - One hour**

Input from Sheila Brown HMI (Education Scotland) to both start to consider what makes up quality when delivering online and to look at the research project proposed topics.

At the end of session 1 you will be asked to put your name against a topic you would want to research. This is intended to be short and focussed research and we envisage 2-3 hours of research commitment. We suggest no more than two people research any one topic.

The current West Partnership CLD Workstream priorities are concerned with:

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| --- |
| 1. **CLD Planning and Self-evaluation**

CLD Managers continue to have opportunities to share learning on shared Covid-19 recovery issues CLD Managers have a consistent and shared understanding of Scottish Government expectations on CLD planning 2021-24. |
| 1. **Sharing Practice across the West Partnership**

CLD managers and nominated strategic leaders are provided with opportunities to hear and share practice which will impact on service delivery across the West Partnership |
| 1. **Promoting the role of CLD collaboration in adding value to learner experiences and their families**

There is a wider understanding of the role and impact of CLD approaches in improving outcomes for young people and their familiesThere are closer collaborative partnerships between and across sectors |
| 1. **Youth Participation**

Young people will have an increased voice in the work of the West PartnershipThe West Partnership will extend opportunities for youth participation in planning, implementation, evaluation? |
| 1. **Peer Mentoring**

CLD Colleagues will have access to support, thereby increasing resilience and leadership skills  |

**Helpful prompts**

How/where is blended learning used well in family learning or community-based adult learning or youth work?

How/where are practitioners engaging community members well online?

How/where are practitioners delivering community development effectively?

What can we learn from others experiences of delivering CLD during and after other natural disasters?

What/how have other countries delivered community learning or community development well remotely?

What interventions can help support and embed successful remote learning approaches?

What preparation needs done to ensure learners are ready for remote learning?

What useful evaluation approaches have been developed for blended learning that could be used in CLD?

**Session 2 – One and a half hours**

At the 2nd session each participant will be asked to briefly share their research. Talking about it for 3-5 minutes. The temptation may be to talk for longer, so please practice in order to ensure that you can complete your briefing within 5 minutes.

A maximum of two people can pick the same topic in each group. You may suggest a useful topic if it is not included on the list.

**Research commitment two- three hours**

Each participant to research their theme. You should do this by looking for around four sources of evidence. These should be a mix of research, academic papers and practice examples. You should create a summary - one or maximum two pages - for sharing. Please include links to your sources of evidence at the end of the paper. This is not an academic paper but rather an opportunity to research and share findings with peers. You can reference local practice but MUST cover the wider picture. The research reports will contribute to the work of the West Partnership

Line managers must agree to the allocation of protected time for the research, the writing and attendance at 2 sessions.

The paper you produce should answer following questions -

1. What does research/practice tell us about what we need to think about as CLD practitioners when planning remote and blended learning?
2. How does this research/guidance help us evaluate effectiveness?
3. What are the key points from this research CLD practitioners need to think about for future delivery of CLD?

Our strapline is**: Research / Read / Reflect / Report**

**Registering.**

We are ideally seeking a group of 8-10 researchers from the West Partnership area - practitioners or senior practitioners. Interested parties need to be free on the key dates highlighted below. Names should be submitted to Sheila Brown/John Galt by ??

**Calendar dates (to be amended for the West)**

|  |  |  |  |
| --- | --- | --- | --- |
| Date  | Confirm interest in taking part | Interested participants |  |
|  | **Introduction session 1** with Alona Murray (HMI Education Scotland) |  | Essential – 1 hour |
|  |  |  |  |
|  | Return topic choice – by email toundefined  | Participants | Essential |
|  | Topic choice confirmed – by email |  | Essential |
|  | Research undertaken – desktop/online – 2-3- hoursplus writing time | Participants | Essential |
|  | Circulate/submit research paper | Participants | Essential |
|  | **Session 2** - Research Sharing Adepending on size of group we may split over two sessions | Participants | 1 hour |
|  | **Session 2** - Research Sharing B | Participants | 1 hour |