



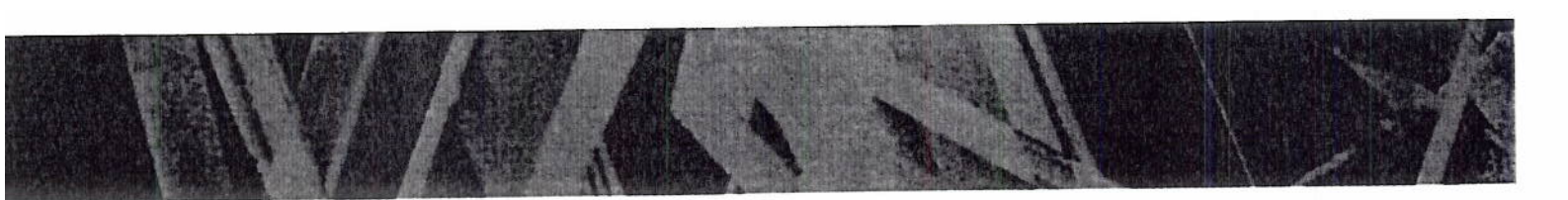
## Strand 4

# Networked Learning in Community Development and Economic Regeneration

- This Strand is concerned with how networked lifelong learning can increase access and broaden participation in lifelong learning for the wider community - for learners wherever they are. Examples in this Strand address good practice both in UK and international contexts. Papers discuss fundamental issues around the potential of ICT to improve access to lifelong learning: how technology can be provided for the wider community in cost-effective and sustainable forms, how the needs of lifelong learners can be met in the provision and design of ICT for lifelong learning. What type of technology is appropriate for lifelong learning and how can ICT literacy tools be developed which enable lifelong learners to perceive their benefits

and effectively use them. The NIACE paper has investigated a number of case studies to identify relevant approaches to raising individual awareness of ICT. The **Internet Express** initiative in Merseyside describes how mobile internet facilities have contributed to the widespread availability of technology.

This Strand is also considering pedagogical and learning support issues about the design of ICT for supporting lifelong learning in the wider community - whether at home, in the workplace, or for those with special needs or experiencing social and economic exclusion. There is a case study on **Videoconferencing for Deaf People** from



Gateshead College, an evaluation of the development and delivery of **Study Skills and Personal Development** modules through multi-media for adult returners from the University of Derby, and a consideration of issues in developing the **Networked Community** from the University of Sheffield.

There are several contributions on the use of ICT for supporting lifelong learning in the workplace and the development of skills. **The Northern Colleges/BT Laboratories** paper describes the development of ICT facilities to supporting learners seeking to develop skills for re-entering the workplace or reskilling. **Brunel University** has developed a multi-solution ICT model for supporting lifelong learning at work, at home and in the community. **The National Technical University of Athens** has developed a hybrid network learning approach for technical education built around on-the-job training.

National policy frameworks and their significance for regional and local contexts for ICT development for lifelong learning is also a key theme for this strand. **The University for Industry** is a key feature of the UK Government's policy for lifelong learning and the University of Sunderland has contributed a paper on their project for Piloting the University for Industry. **Central Queensland University** describes in **Chalk to Cable** (Conquering the tyranny of distance in Australian Higher Education) how it has used ICT to establish campuses beyond state boundaries. **The Dearne Valley Networked Learning Project** describes the development of a networked learning environment in the former coalfields region of South Yorkshire.

Models of partnership and collaboration linked to regeneration strategies are underpinning themes in this Strand. Many of the case studies present examples of good practice in strategic partnership for regeneration achievement for the development of ICT for lifelong learning in regional and community contexts.