Quality Assurance Handbook PART B

Teaching, learning and assessment strategy, 2026–2029

Produced by the FIT Registry Team and TEL Unit

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1. Introduction

This strategy builds upon the themes of FIT's *2022–2025 Teaching, Learning and Assessment Strategy*, which was developed through multi-stakeholder consultation and contained four key pillars. They included fostering digitally competent apprentices, accommodating diversity in all forms, using technology to enhance delivery, and coordinating teaching and learning practices in line with a stated pedagogical framework. The pedagogical model that FIT chose at that time to leverage was the Conversational Framework, first developed by Prof. Diana Laurillard, which views learning as a bi-directional interaction between learners and educators and promotes learners' engagement in several types of learning including acquisition, discovery, dialogue, production, collaboration, and practice. The implementation of this pedagogical framework in the FIT context informs how apprentices will be taught and supported in their learning in line with the nature of apprenticeship-type training.

Since 2022, the framework has proven useful for those tasked with delivering content at the coalface of the Tech Apprenticeship programmes, providing guidance on evidence-based strategies and practices that align with FIT's expectations for tutors to deliver instruction on a specified intake of the programme. These expectations include an integrated approach to quality teaching that aligns curriculum, assessment and pedagogy. This strategy aims to further secure adherence to the Conversational Framework and apply its use to the largest possible apprenticeship cohort while, over time, critically evaluating the model's use across all deployed delivery modalities and programme intakes.

FIT's previous strategy document, and the many positive outcomes it achieved, was, although ambitious, implemented during a period that was severely affected by the global COVID-19 pandemic. In addition, during this period broader technological factors disrupted traditional approaches to maintaining academic integrity in unprecedented ways, with the then-evolving, now ever-increasing, access to open-source generative artificial intelligence tools by both those enrolled in, and those delivering, FIT's active apprenticeship programmes.

FIT has learned from the many lessons that emerged when there was a shift from traditional face-to-face programme deliveries to an online environment during the COVID-19 lockdowns. Many positive practices that enhance collaboration, supported by relevant and sustainable use of technology, have emerged to benefit apprentices' learning experiences. So, alongside the many apprenticeship intake cohorts delivered fully in-person in a physical

training environment, there is an appetite among stakeholders to continue providing some off-the-job apprenticeship intakes in a blended delivery mode. These intakes will comprise off-the-job training, delivered in a synchronous blend of in-person and remote (online) instruction, leveraging FIT's virtual classroom, facilitated by *BigBlueButton*, where applicable.

Since 2022, FIT has had extensive engagement with QQI (Quality and Qualifications Ireland) regarding long-term regulatory approvals required for the permanent use of blended modes of delivery. FIT's dialogue has centred on its self-assessment capacity as required by QQI in three contexts: organisational level, programme level, and apprentice experience. It is a key tenet of this Strategy that the actions and outcomes outlined in this document show FIT's compliance with the various regulations governing online and blended learning[1], and that actions taken in the coming years will ensure that FIT's delivery practices remain examples of the provision of best-in-class apprenticeship training.

2. Industry perspectives

FIT promotes industry input being critical to the creation of a work-based learning apprenticeship and review processes, ensuring and—where possible—leading the development of dynamic programmes that ensure fair and consistent assessment of apprentices. Matching programme curricula with the needs of employers is central to this statement of strategic intent, and, by extension, to the future success of the Tech Apprenticeship initiative. Consequently, this Strategy will present various indicators that support effective teaching, learning and assessment practices. These positive indicators will culminate in the certification of apprentices who are informed, skilled and competent in their occupation at an intermediate level, and whose awards are recognised in the National Framework of Qualifications at Level 6.

3. Context

FIT has formulated this Strategy against the backdrop of increasing active apprentice numbers, eight years of apprenticeship delivery experience, three active apprenticeship programmes, and one other programme currently in the late stage of validation with QQI. Regarding creatively and sustainably managing this increasing scale, the expanding

[1] As detailed in *Statutory Quality Assurance Guidelines: For Providers of Blended and Fully Online Programmes*, QQI, 2023. URL: https://www.qqi.ie/sites/default/files/2023-12/statutory-quality-assurance-guidelines-for-providers-of-blended-and-fully-online-programmes-2023_1.pdf.

apprentice population presents a timely opportunity for FIT to continue refining its varied ICT systems and infrastructure, including the Relationship Management System (RMS) and the Learning Management System (LMS), both of which were adopted in recent years to adequately handle increased scale across these programmes. Critical to success in this arena will be a focus on specific measures to support the implementation and evaluation of pedagogical practices across all programmes, which are supported by FIT's technological infrastructure.

FIT recommends that stakeholders disseminate this Strategy with reference to FIT's suite of apprenticeship polices, procedures, and the various terms of reference governing the remit of individual roles and the work of Boards and Committees. This strategy does not aim to restate policy statements already outlined in the Tech Apprenticeship quality assurance documentation.

4. Definitions

4.1 Off-the-job in-person delivery and blended delivery arrangements

Apprentices who are participate in a FIT-coordinated apprenticeship programme undertake their off-the-job training as part of an apprenticeship cohort comprising a minimum of eight apprentices and a maximum of twenty-five. However, the average intake typically ranges from 12 to 14 apprentices. Off-the-job training provided to all apprentices is always facilitated and supported by a tutor in the same place and at the same time, consistent with QQI's designation of a *"synchronous"* delivery format.

For a significant number of apprentices, off-the-job training takes place at a physical training location, provided by an Education and Training Board (ETB), which manages the off-the-job training aspects on behalf of FIT. For other intakes, some training will take place in a blended mode, with physical attendance requirements complemented by virtual attendance via FIT's virtual classroom, which is accessed through FIT's LMS.

4.1.1 Teaching

To teach is to engage apprentices in learning, enabling them to understand knowledge and acquire relevant skills. This involves actively engaging apprentices in constructing knowledge. Tech Apprenticeship tutors are not only subject-matter experts but also understand how individuals learn, and are tasked with the mission of transforming

onboarded candidates into active tech apprentices. In this regard, FIT takes guidance from the notion that "[t]eaching is fundamentally about creating the pedagogical, social, and ethical conditions under which students agree to take charge of their own learning, individually and collectively."[2]

4.1.2 Learning

Learning can be defined as the activity or process of gaining knowledge or skill by studying, practicing, being taught, or experiencing something relevant to a chosen discipline or subject matter. Learning is about what apprentices do, not what tutors do in discharging their roles.

4.1.3 Assessment

Assessment can be defined as the act of measuring the extent of true learning that results from teaching and learning activities. Regarding the provision of the Tech Apprenticeship programmes, assessment evaluates module-level learning, whose outcomes are mapped to parent programme level outcomes, aligned Occupational Profiles and alignment to relevant QQI Professional Type Award Standards.

5. Embedding FIT's pedagogical framework

FIT's teaching, learning and assessment philosophy for the Tech Apprenticeship programmes is driven by apprentice-centred, reflective approaches that promote apprentices' integration into their workplaces, enabling them to contribute practically and productively to their teams' work. FIT recognises that the employer-led nature of technical apprenticeships is designed to address skills deficits across broad IT sectors. Therefore, apprentices, FIT, tutors and employers are the principal stakeholders who mould the learning process. Tech apprentices are encouraged to be aware of their lifelong learning, their work environment, and the broader context in which they contribute to the economy and life in Ireland. Bolstering apprentices' capacity to contribute to their employer's work is enabled by providing them with relevant and engaging off-the-job training.

[2] *Education for Judgment: The Artistry of Discussion Leadership*, edited by C. Roland Christensen, David A. Garvin and Ann Sweet (Cambridge, MA: Harvard Business School), 1991.

To support robust pedagogy at an institutional level, FIT has established a Technology-Enhanced Learning (TEL) Unit that aims to bridge the gap between pedagogy, LMS architecture and digital learning resources, thereby facilitating a high-quality training experience. This endeavour is aided by the consistent use of the Conversational Framework pedagogical model, which advocates catering to diverse and vibrant forms of engagement and associated learning rather than a flat, disengaging format. At all times, the Conversational Framework informs FIT's design of structured physical and virtual learning environments, and the digital learning resources deployed across all FIT's programmes.

5.1 Designing learning around bi-directional dialogue

A core principle of the Conversational Framework is that learning happens through ongoing dialogue between tutor and apprentice in which ideas are presented, challenged, refined and applied. In the present context, tutors will structure delivery sessions to include frequent interaction with their apprentices, as well as among the apprentices. The tutors will use questioning and reflection activities in real time to test and reshape apprentices' understanding of key concepts. Tutors will treat the teaching process as iterative, responding to apprentice feedback as it arises.

5.2 Embedding the six types of learning in every programme module

FIT's adoption of the Conversational Framework ensures that all six learning types and their associated activities are represented in the delivery of each module of the programme, regardless of the mode of delivery. This approach aims to support all apprenticeship cohorts and to avoid over-reliance on any single teaching method, meticulously mixing elements of apprentice practice, discussion, production and inquiry.



Figure 1—Conversational Framework activity types

5.3 Actively engaging apprentices in doing, not just listening

The Conversational Framework reinforces the idea that effective learning depends on apprentices' active engagement. During class sessions, tutors will use problem-based tasks, practical exercises and real-world scenarios, which are critically important to FIT's efforts to mould apprentices to take up increasingly complex and relevant duties in the workplace.

5.4 Structuring tutor practice around the Conversational Framework

Central to the deployment and success of FIT's pedagogical model is the need to provide induction and training for tutors, as well as opportunities for their continuous professional development with their peers. FIT's ongoing Tutor Community of Practice meetings aim to prepare tutors to use digital learning materials actively and, crucially, to divide their apprentice interactions into identifiable segments related to the six learning and activity types.

5.5 Deploying the Conversational Framework in a virtual classroom context

All digital learning resources made available to tutors by FIT via the LMS for their delivery of modules are mapped according to their relevance to the Conversational Framework. However, regarding the virtual delivery of modules, FIT emphasises the need to support apprentices by effectively using BigBlueButton's interactive features. FIT's virtual classroom implementations provide multi-user whiteboards, integrated polling, breakout rooms and embedded analytics, allowing tutors to create dynamic learning loops in which concepts are introduced, explored, tested, and reflected upon in real time. These tools ensure that learning is centred not solely on tutors' explanations, but also on what the apprentice does to make sense of the content, reflecting the framework's emphasis on discovery and dialogue. This approach allows online sessions to become iterative conversations—supported by questioning, shared problem-solving, and scaffolded activities—designed to promote deeper understanding of module content.

5.6 Key principles of FIT's deployment of the Conversational Framework

In summary, the application of the key principles of FIT's pedagogical framework includes treating learning as a dialogue rather than a broadcast. FIT shall always be guided by this philosophy and is committed to designing modules that cater to the six learning types, continually training tutors to facilitate meaningful interactions, developing digital resources and assessments that require active apprentice engagement, and using the Conversational Framework as a recognised quality and consistency benchmark. Considering these ambitions during the lifetime of this Strategy, FIT will ensure the following:

1. Prior to delivery of an apprenticeship intake, FIT will ensure that all tutors and ETB Coordinators receive an introduction to the various facets of the FIT pedagogical framework and the practical considerations that will inform their delivery, including optimal use of FIT's LMS architecture and virtual classroom formats. As well as formal induction activities, tutors will be encouraged to engage in continuous professional development as part of FIT's Tutor Community of Practice sessions.

2. Apprenticeship module-level learning outcomes will be designed with both in-person and blended delivery modes in mind.

3. FIT will continue to invest in programme infrastructure to support effective teaching and assessment practices that continually improve the deployment of FIT's pedagogical framework.

4. Future evaluation of FIT's pedagogical framework will always involve apprentice-centred approaches to training delivery and consideration for Universal Design for Learning (UDL) principles.

5. Digital learning resources made available to apprentices will be mapped, both to applicable module-level learning outcomes and to one or more of the designated learning activity types described in FIT's pedagogical framework.

6. FIT is committed to providing clear, plain-English information that describes the nature of training related to apprenticeship provision under its remit, including the on- and off-the-job training environments, whether they be in-person or via FIT's virtual classroom.

7. Using insights and analysis derived from a broad base of feedback, FIT will continue to assess the deployment of its pedagogical framework with reference to the quality of the apprentices' experience of participating in an apprenticeship programme, across both in-person and blended delivery arrangements.

8. FIT will continue to establish and reinforce numerous ways for apprentices to provide feedback on their experience, both at a high-level programme overview and at the modular, granular level. This feedback will provide insights into the training and the teaching styles being employed. It will include the use of surveys, class representative feedback fora and off-the-job site visits.
9. During the lifetime of this Strategy, FIT will deploy a competency-based mechanism to recognise the individual digital skills of tutors that support effective pedagogy and their contribution to the optimal application of FIT's pedagogical framework.
10. Using FIT's LMS, apprentices will receive timely notifications of provisional grades from modules and feedback to support their immersion in future training activities.
11. FIT will consistently ensure that all apprentices are made aware of the reasonable accommodations process that is available to those who wish to disclose confidentially their having been diagnosed with a disability, neuro-diverse condition, or other condition. FIT will support any apprentice who completes a Needs Assessment for on-the-job and/or off-the-job training, and will ensure that the supports provided are implemented appropriately.

6. Key TLA strategy priority areas

Considering the continued deployment of FIT's pedagogical framework, the contemporary ethical use of generative AI, and ensuring continued broad access to its Tech Apprenticeships, FIT identifies four interrelated priority areas that make up the cornerstone of this Strategy. FIT's accreditor requirements and their expected outcomes aim to go beyond meeting minimum requirements regarding standards of programme delivery. Priority areas include:

Priority 1

To ensure ongoing monitoring of a broadened range of clearly articulated KPIs that appropriately assesses the success and equivalence of experience of blended learning modes deployed in FIT's apprenticeship provision, compared with similar in-person instruction methods of delivery based on FIT's pedagogical framework, Learning Management System and associated technologies.

Priority 2

Considering the varied but interrelated methods of teaching, learning and assessment, to deepen stakeholders' awareness and ensure consistent and optimal use of FIT's pedagogical framework.

Priority 3

To utilise the potential of generative artificial intelligence technologies and relevant generative AI and Agentic tools to support apprentices' acquisition of skills, while also measuring and responding to institutional risks associated with the safeguarding of academic integrity.

Priority 4

To support diverse candidates' access to, and subsequent engagement with, a Tech Apprenticeship programme.

6.1 Upcoming actions and expected outcomes

Over the past number of years, FIT has promoted a digital-first approach to delivery of apprenticeships. In the next five years, FIT intends to maximise the use of available infrastructure to further improve the apprentice experience during these programmes, while deepening formal and informal ties with stakeholder groups to ensure a consistent national character across the suite of apprenticeship programmes. Leveraging FIT's technological infrastructure, this section of the Strategy outlines expected actions and outcomes for each of the four priority areas.

6.1.1 Actions

Priority 1 *Ensure ongoing monitoring of a broadened range of clearly articulated KPIs that appropriately assess the success and equivalence of blended learning modes deployed in FIT's apprenticeship provision, with reference to similar in-person instructional delivery methods underpinned by FIT's pedagogical framework, Learning Management System, and associated technologies.*		
	Actions	**Outcomes**
A	Implement a process to consistently deploy a variety of enhanced, evidence-based Key Performance Indicators to assess the success, effectiveness and	Over time, this process will aim to yield better intelligence to enhance decision-making by FIT as the Coordinating Provider, while promoting a useful

	equivalence of the various modes of delivery used in FIT's apprenticeship programmes, based on FIT's pedagogical framework *(Appendix 1 provides an overview of the relevant KPIs)*.	information flow to the relevant governance committees.
B	Considering each of FIT's active apprenticeship programmes, to further hone the mapping of digital learning resources available for each module to their specific module-level learning outcome, noting their appropriateness or otherwise for use as resources and aids in a physically attended training session, as opposed to participation in a virtual classroom.	A cohesive and relevant suite of digital resources, compiled and regularly updated by FIT's TEL Unit, that provides tutors with the materials to deliver training in a variety of modes and in an optimal fashion.
C	Enhance the Learning Management System interface to provide additional information on available supports for apprentices.	The support interface on the LMS will evolve to meet the diverse needs of apprentices.

Priority 2 *Considering the varied and interrelated matters of teaching, learning and assessment, to deepen stakeholders' awareness and ensure consistent and optimal use of FIT's pedagogical framework*.		
	Actions	**Outcomes**
A	Further encourage stakeholder awareness of FIT's pedagogical framework at every opportunity by providing tutors with targeted continuous professional development opportunities and	Making the various stakeholders aware of the pedagogical framework insofar as it is relevant to them.

	regularly expanding FIT's Tutor Community of Practice.	
B	Instigate a tutor proficiency indicator mechanism that ensures that new and longstanding tutors' proficiency in delivering in-person and/or blended modes of off-the-job apprenticeship training is identified, underpinned by the use of FIT's pedagogical framework.	Maintain consistent capacity to readily identify tutors who have experience in delivering modular components of the Tech Apprenticeship programmes, along with those who have the requisite knowledge of FIT's pedagogical model and its implementation.
C	Expand the remit of FIT's TEL Unit within FIT's governance arrangements which, with the guidance of the Registrar, drives optimal implementation and application of FIT's pedagogical framework across all delivery modes.	Building within FIT's governance a volume of specialist skills, knowledge and expertise to collectively enhance teaching, learning, assessment, and stakeholder adherence to FIT's pedagogical framework.
D	Adopt a mechanism to ensure regular and sustained deployment of apprentice surveys that include a broad set of questions about the quality and usefulness of available learning resources and the tutors' style of delivery.	Demonstration of an evidence-based approach to document and rectify instances in which delivery of a particular class group may not be utilising FIT's pedagogical framework to the optimal, required extent.

Priority 3		
Utilise the potential of generative artificial intelligence technologies and relevant generative AI and Agentic tools to support skills acquisition by apprentices, while also measuring and responding to institutional risks to safeguard academic integrity.		
	Actions	**Outcomes**

A	Continually assess new generative artificial intelligence technologies to ensure their appropriate use and establish AI literacy amongst those delivering and participating in Tech Apprenticeship programmes.	Increasing insight into bolstering approaches and strategies to maintain high levels of academic integrity while, gaining a greater awareness of how to identify novel outputs generated by available AI tools.
B	Continue to assess artificial intelligence tools and technologies' impact on the IT workplace.	Development of a critical information flow that considers the impact of AI on changing, and new, work practices relevant to IT services, thereby informing future apprenticeship curriculum development.
C	Embed a more substantive process that documents a tutor's capacity to interpret AI and plagiarism reports generated when an apprentice uploads assessment evidence related to aN apprenticeship module.	Establish stronger intelligence regarding the optimal use and interpretation of AI and plagiarism detection software and associated reporting.
D	Throughout the QQI programme revalidation process, continue to adopt active measures to ensure that apprentices who submit module-related assessments are, if necessary, prepared for viva voce-type interactions should a tutor or FIT identify a possible case of academic impropriety.	Strengthening of FIT's capacity to make fair determinations where an apprentice has not been able to demonstrate true learning during a summative assessment event across the Tech Apprenticeship programmes.
E	Strengthening policy and processes that describe the acceptable use of generative AI solutions, while also making provision for access to information on AI ethics for dissemination to all key apprenticeship stakeholders.	Programmes of apprenticeship training underpinned by due consideration for ethical and acceptable AI use.

Priority 4 *Support diverse candidate access and subsequent engagement with a Tech Apprenticeship programme.*		
	Actions	**Outcomes**
A	Access without support is not access. Growing institutional emphasis on retention, engagement and successful participation, particularly for learners with additional needs (Appendix 2 provides an overview of the relevant KPIs).	Strengthening metrics of programme success, retention and progression into employment.
B	Access based on capability and potential. Since FIT's inception, access to its programmes has not been predicated on demographic or social standing but on ability and potential of all those who meet the eligibility requirements.	Elevation of the Tech Apprenticeship initiative as a leading skills development vehicle for post-primary school leavers, adult returners, and career changers.
C	Adoption of a deepening consideration for Universal Design for Learning approaches and the associated use of plain English in all published apprenticeship-centred materials.	Expansion of content that provides information on the apprenticeship programmes to the widest possible candidate audience.

7. Operation and communication of this Strategy

The Registrar and Director of Academic Affairs and Programme Development will have a leading responsibility to communicate and to put in place this Strategy by ongoing

consultation with the FIT Tech Apprenticeship Employer Consortium and the wider stakeholder base.

APPENDIX 1

Priority 1, Action A—Key performance indicators p/a	
1.	FIT ensures that all active apprenticeship digital learning resources and learning outcomes are continually and thoughtfully mapped to Conversational Framework requirements.
2.	FIT ensures that all module-level learning outcomes are mapped to Conversational Framework.
3.	All off-the-job delivery sessions include at least one prescribed activity type.
4.	Total apprentice effort (notional hours) in both fully in-person and blended modes correlates accurately with module FET credit allocation, as outlined in the validated programme.
5.	Apprentice feedback (including, but not limited to, surveys, module feedback forms, and/or course visits) show that activity types are equally supported across both fully in-person and blended delivery modes.
6.	Provision of reporting from FIT's LMS and subsequent analysis that demonstrate levels of apprentice engagement with digital learning materials and formative assessment, with reference to fully in-person or blended delivery modes. Apprentices' engagement will be monitored by their attendance and interaction during off-the-job training.
7.	Cyclical survey data detailing apprentice sentiment regarding class interaction, tutor engagement and feedback. Where survey data require action, follow-ups with apprentices will take place to provide opportunities to discuss the feedback and resolve outstanding issues.
8.	Class Representative System feedback detailing that the majority of blended delivery effectively supports the apprentices' acquisition of learning and skills.
9.	A majority of the apprentice population accessing academic or well-being supports in structured group and/or one-to-one formats. These supports are provided by the off-the-job tutor or FIT's People, Analytics, and Wellbeing Lead, as applicable.

10.	Successful completion of the courses by apprentices correlates with high engagement pedagogy metrics.
11.	Employer/Workplace Mentor evidence of apprentices being capable of applying knowledge and skills in workplace contexts, notwithstanding the off-the-job delivery mode deployed. Requisite evidence will be gathered through Apprentice Progress Review Meetings, surveys, and Community of Practice forums.
12.	Module assessments are developed and supported by strong integrity controls that are appropriate to the deployed delivery mode.
13.	Sufficient and appropriate evidence available to confirm that instructional presence (tutor engagement) is to the same standard across all modes of delivery.
14.	Enlarging the pool of tutors who show competence in digital pedagogy beyond core IT skills.
15.	Ongoing comparison of retention rates between those in fully in-person and those in blended delivery mode formats of the Tech Apprenticeship programmes.
16.	Ongoing comparison of responsiveness time with regard to apprentice issues and necessary support across fully in-person and blended delivery modes.

APPENDIX 2

Priority 4, Action A—Key performance indicators p/a	
1.	FIT ensures that all candidates who apply for an apprenticeship programme are made aware that reasonable accommodations can be implemented for them as individuals during the application phase and during on- and off-the-job training periods.
2.	FIT effectively communicates to apprentices, at the induction stage and throughout the apprenticeship cycle, the process for completing a Needs Assessment.
3.	For the purposes of a needs assessment application by an apprentice, FIT utilises a Need Assessment Report and, with the apprentice's consent, will share Section C of the report only with the relevant stakeholders, i.e., the Tutor and Workplace Mentor. FIT will not disclose an individual's diagnosis and will focus only on the supports required by the individual apprentice.
4.	FIT ensures that apprentices who require additional workplace support are given the opportunity to discuss the details of the support with their employer.
5.	FIT provides wellbeing workshops and one-to-one wellbeing sessions to all apprentices throughout the apprenticeship programme.
6.	FIT provides workshops, such as "Navigating the Workplace", to support apprentices in their preparing to enter the workplace.
7.	FIT monitors apprentices' workplace experience via Apprentice Progress Reviews throughout the apprenticeship programme.
8.	FIT utilises a Personal Mitigating Circumstances process to ensure that all apprentices are provided with the opportunity to complete their apprenticeships when extensions for assessments are required.

APPENDIX 3

Conversational Framework—Useful external resources	
Ahead	*Ahead Start: Online Training Course on Supporting Students with Disabilities in Further and Higher Education*. Available at: https://www.ahead.ie/index
Future Learn	*Overview of the Conversational Framework Model*. Available at: https://www.futurelearn.com/info/courses/blended-and-online-learning-design/0/steps/191671
Harvard Business School	*Education for Judgment: The Artistry of Discussion Leadership*, edited by C. Roland Christensen, David A. Garvin and Ann Sweet (Cambridge, MA: Harvard Business School), 1991.
Laurillard, D. (2002)	*Rethinking University Teaching: A Conversational Framework for the Effective Use of Learning Technologies,* Diana Laurillard, 2nd Edition, (London: Routledge Falmer), 2002.
Laurillard, D. (2012)	*Teaching as a Design Science: Building Pedagogical Patterns for Learning and Technology*, Diana Laurillard, (London: Routledge), 2012.
London Business School	*Exploring the Interconnection Between Technology and Pedagogy*. Available at: *https://teaching.london.edu/exchange/applying-design-frameworks-digital-learning/*