Module specification

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Module Code	CMT442
Module Title	Digital Learning Essentials
Level	4
Credit value	20
Faculty	FACE
HECoS Code	100509
Cost Code	GACT

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
Standalone module aligned to BA (Hons) Media Production for Quality Assurance purposes	Core

Pre-requisites

N/A

Breakdown of module hours

Learning and teaching hours	36 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	36 hrs
Placement / work based learning	0 hrs
Guided independent study	164 hrs
Module duration (total hours)	200 hrs

For office use only	
Initial approval date	3rd June 2024
With effect from date	3rd June 2024

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Date and details of revision	
Version number	1

Module aims

The aim of this module is to equip the participant with the necessary skill set and knowledge to design and implement Digital Learning in a Higher Education context. It will be an applied process that explores methodologies that support the Active Learning Framework (ALF) as well as the practical skills required to successfully construct enhanced learning opportunities through technology. The module aim is to develop an understanding and proficiency of the use of the Virtual Learning Environment (VLE) and related tools from a teaching perspective and to provide the participant with the confidence to apply the skills to teaching practice.

Module Learning Outcomes - at the end of this module, students will be able to:

1	Explain the pedagogic advantages of the use of Digital Learning tools to support the Active Learning Framework.
2	Design appropriate Digital Learning resources and activities for learning as applied to teaching practice, with consideration of accessibility and intellectual property.
3	Implement appropriate management of student assessment and feedback digitally, taking into account data protection and academic integrity.
4	Apply strategies for collaboration and communication through digital learning tools both synchronously and asynchronously.

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

The assessment will be a pre-recorded 10-minute presentation, showcasing to peers the design and development of a module space on the university VLE. The space will demonstrate the key tools and strategies as delivered in the taught sessions and will allow the student to expand upon the basic skills with the introduction of more advanced tools and concepts. There will be the opportunity for group discussion and sharing of good practice.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1,2,3,4	Presentation	100%

Derogations

N/A

Learning and Teaching Strategies

The module will use a variety of teaching and learning strategies including pre-recorded content, in-person seminars and workshops, group discussion, reflective practice, simulation and self-reflection, including use of the JISC Discovery Tools. The module will also be supported by the Moodle VLE and pre-recorded content and resources aligned to the university's Active Learning Framework (ALF). The design and implementation of teaching and assessment materials will allow the participant to develop their skills with the VLE and related tools in an applied and practical manner.

Indicative Syllabus Outline

Indicative content delivered in the module will include:

- Digital Learning in context - using the VLE and related tools to support ALF and the Wrexham Skills Framework
- VLE Basics, including meeting the SSSLA Baseline, course templates and signposting appropriately
- Course management, enrolments, editing content and adding resources
- Accessibility – creating accessible content and activities
- Learning Resources, digitisation and Intellectual Property/ copyright
- Creating video – recording content and using Panopto
- Using authentic assessment strategies to develop and demonstrate capability and employability, with consideration of academic integrity and technological developments (including Generative Artificial Intelligence tools)
- Managing assessment and feedback digitally
- Supporting active learning and formative feedback through digital tools
- Enabling social learning, communicating and collaborating synchronously and asynchronously
- Tracking and showing progress and engagement through a course

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads

ADT (2023) *Staff Handbook – Delivering the WU learning blend through ALF.* Available online at Learning and Teaching Hub

Wrexham University (2021) *Policy on the recording of educational sessions and activities.* Available online at Learning and Teaching Hub

Other indicative reading

Horlin, C., Hronska, B. & Nordmann, E. (2024) 'I can be a 'normal' student: the role of lecture capture in supporting disabled and neurodivergent students' participation in higher education.' Higher Education. Available online https://doi.org/10.1007/s10734-024-01201-5

Jisc (2023) *Assessment ideas for an AI enabled world.* Available online at:
https://repository.jisc.ac.uk/9234/1/assessment-ideas-for-an-ai-enabled-world.pptx

Jisc (2023) *Student digital experience insights survey 2022/23: higher education findings.*
Available online at: *https://www.jisc.ac.uk/digital-experience-insights*

Miller, S. (2021) *Designing Accessible Learning Content: A practical guide to applying accessibility standards to L & D resources.* London: Kogan Page*.*

Sharpe, R., Bennett, S., & Varga-Atkins, T. (2022) *Handbook of Digital Higher Education.* Cheltenham: Edgar Elgar