MODULE SPECIFICATION PROFORMA

Module Title:	Technology in Education	**Level**:	6	**Credit Value**:	20

Module code:	EDC629	**Is this a new module?** Yes	**Code of module being replaced**:	

Cost Centre(s):	GAEC	**JACS3 code**:	X310

With effect from:	September 18

School:	Social & Life Sciences	**Module Leader:**	Liz Sheen

Scheduled learning and teaching hours	48 hrs
Guided independent study	128 hrs
Placement	24hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
BA (Hons) Childhood, Education and Welfare	✓	☐
	☐	☐
	☐	☐

Pre-requisites
None

Office use only
Initial approval: December 16
APSC approval of modification: *Enter date of approval* Version: 1
Have any derogations received SQC approval? Yes ☐ No ✓ N/A ☐
If new module, remove previous module spec from directory? Yes ☐ No ☐

Module Aims
The aim of this module is to critically explore the role of technology as it applies to education. This will include a thorough investigation in to the societal attitudes, policy and practice which influences theoretical understanding. The module will consider the barriers and enablers to the implementation of technology in education and reflect on the role of the educator in delivering effective practice.

Intended Learning Outcomes

Key skills for employability

KS1	Written, oral and media communication skills
KS2	Leadership, team working and networking skills
KS3	Opportunity, creativity and problem solving skills
KS4	Information technology skills and digital literacy
KS5	Information management skills
KS6	Research skills
KS7	Intercultural and sustainability skills
KS8	Career management skills
KS9	Learning to learn (managing personal and professional development, self-management)
KS10	Numeracy

At the end of this module, students will be able to		Key Skills	
1	Critically analyse the meaning of 'technology' in relation to education and map the key theoretical changes which influence current understanding and practice.	KS1	KS3
		KS4	KS5
2	Critically investigate the place of technology in children's education as it is influenced by societal attitudes, educational policy and technical innovation.	KS7	KS1
		KS4	KS5
3	Demonstrate a critical understanding of the role technology plays in education through a thorough exploration of the barriers and enablers towards implementation.	KS1	KS3
		KS4	KS5
		KS7	
4	Critically explore effective practice as it relates to technology in education and thoroughly reflect on the role of the educator in delivering a technology enabled curriculum.	KS1	KS3
		KS4	KS8
		KS9	
Transferable skills and other attributes			

- Effective Communication
- Time management
- Organisational skills
- Personal and professional reflection
- Application of theory to practice
- Independent learning
- Problem solving
- Effective writing skills
- Analyse concepts, theories and issues of policy in relation to practice.
- Evaluation
- Critical thinking

Derogations

None

Assessment:

Reflective Practice Report: Analysis and evaluation of experience in the light of theories and research evidence regarding the use of technology in practice.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3,4	Report	100%		4,000

Learning and Teaching Strategies:

Students access the course through a virtual learning environment (Moodle). Each module follows the same structure to enable consistency and involves students in a process of learning new content, discussing content to deepen understanding and reviewing knowledge before moving to the next session. The students are introduced to content through a variety of means designed to enhance access for students with additional learning needs. This could include reading (with audio where possible), watching videos (with transcripts where possible), screencasts, listening to podcasts, and accessing suitable web resources. Students are directed towards and supported to access journal articles and e-books through Athens.

The basis for working with online materials will be through self-directed study, regular online communication with tutors/peers and a work-based portfolio. Students are encouraged to interact with each other and tutors through a range of communication tools. Each tutor would be expected to engage students using chat forums, e-mail, Moodle messaging, wiki pages, interactive quizzes and web conferencing. Students are enabled to communicate with each other and to form a community of practice using a variety of the above tools.

Work-based learning is an important and integral part of each module. Students are supported throughout to make links between the module content and their professional

practice. This is facilitated informally through a variety of communication methods integrated within each session and formally through an assessed piece of work.

This module may also be delivered using blended learning, whereby aspects of the course may be taught in the classroom (i.e. Saturday Study Day) in combination with online learning.

Syllabus outline:

The syllabus outline has been presented as a broad set of questions for the lecturer and students to answer together using the most up-to-date materials available. This recognises that knowledge, theory, concepts and practice will change over the life span of this course and the content used to answer the questions below should be revised each year as appropriate.

This module will support students to explore the following questions:

1. How does 'technology' relate to current educational practice?
2. How has educational practice evolved politically to involve technology?
3. How is the role of technology in education influenced by society, policy and innovation?
4. What are the barriers and enablers to the inclusion of technology within educational practice?
5. What is a digitally enabled curriculum and how does this relate to the role of the practitioner?
6. What are the skills needed by the practitioners to deliver digitally enabled curriculum?

In exploring these questions this module will consider:

- The meaning of technology in relation to society, education and the political agenda.
- The educational agenda for the inclusion of technology, including policy
- The barriers to the inclusion of technology in education
- The enablers to the inclusion of technology in education
- The digitally enabled curriculum
- The role of the practitioner in delivering the digitally enabled curriculum
- Personal reflection on attitudes/skills towards the role of technology in practice.

Bibliography:

Essential reading

Beauchamp, G. (2016), *Computing and ICT in the Primary School: From pedagogy to practice*. 2nd Ed. Abingdon: Routledge

Selwyn, N. (2012), *Education in a Digital World*. Abingdon: Routledge

Turvey, K., Potter, J., Burton, J., Allen, J. and Sharp, J. (2016), *Primary Computing and Digital Technologies*. 7th Ed. London: Learning Matters/Sage.

Other indicative reading

Barber, D. and Cooper, L. (2012), *Using New Tools in the Primary Classroom*. Abingdon: Routledge.

Pacansky-Brock, M. (2012), *Best Practices for Teaching with Emerging Technologies*. Abingdon: Routledge.

Smidt, S. (2013), *The Developing Child in the 21st Century*. 2nd Ed. Abingdon: Routledge

Waelbers, K. (2011), *Doing Good with Technologies*. London: Springer

Websites

National Curriculum Wales - http://learning.gov.wales/resources/improvementareas/curriculum/?lang=en

National Curriculum England - https://www.gov.uk/government/collections/national-curriculum

Northern Ireland Curriculum- http://ccea.org.uk/curriculum

Scotland Curriculum for Excellence - https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5)/What%20is%20Curriculum%20for%20Excellence?

NESTA - http://www.nesta.org.uk/project/technology-education

Journals

Research in Learning Technology
Computers in Education
Childhood – A journal of Global Child Research
European Early Childhood Education Research Journal
Educational Research
Early Years - An International Research Journal
Education 3-13
Journal of Early Childhood Research