

Module Title: Teaching and Learning with Technology	Level: 7 (M)	Credit Value: 30
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Module code: EDSM75	Cost Centre: GAPE	JACS2 code: X370
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Semester(s) in which to be offered: 1 / 2	With effect from: September 2012
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Office use only: To be completed by AQSU:	Date approved: August 2012 Date revised: - Version no: 1
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Existing/New: Existing	Title of module being replaced (if any): Not Applicable
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Originating Academic area: Education	Module Leader: David Harrison
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Module duration (total hours) 300	Status: core/option/elective (identify programme where appropriate): Option
Scheduled learning & teaching hours 30	
Independent study hours 270	

Percentage taught by Subjects other than originating Subject (please name other Subjects):	None
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Programme(s) in which to be offered: MA Education MA Education (Learning and Teaching) Postgraduate Diploma in Education Postgraduate Diploma in Education (Learning and Teaching) Postgraduate Certificate in Education	Pre-requisites per programme (between levels): None
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Module Aims:

- explore the concept and application of technology for learning
- develop technical skills to exploit the potential of technology for teaching and learning
- consider the effectiveness of such technologies in achieving learning outcomes
- explore and reflect upon how technology interfaces with current pedagogical thinking
- examine issues of communication and community within a global community

Expected Learning Outcomes

At the end of this module, students should be able to:

Knowledge and Understanding:

1. evaluate and apply a deep knowledge and understanding of current educational theoretical perspectives in the area of technological instruction
2. develop and extend skills to facilitate teaching with technology
3. consider the effectiveness of such technologies to support flexible and distance learning
4. understand and apply aspects of media literacy and mobile technology to teaching and learning environments
5. evaluate own performance, demonstrating a thorough understanding of applying technology for teaching and learning

Transferable/Key Skills and other attributes:

1. act autonomously in planning and implementing tasks at a professional level
2. contribute to professional debate in the field of education, especially as it applies to the use of technology

Assessment: please indicate the type(s) of assessment (e.g., examination, oral, coursework, project) and the weighting of each (%). **Details of indicative assessment tasks must be included.**

Portfolio:

A portfolio or e-portfolio which:

- appraises in detail on new technology available for chosen curriculum area and age phase,
- critically discusses the advantages and disadvantages of various aspects of this technology and its impact in relation to learning and teaching and enhancing practice,
- examines its integration into the chosen the science/art curriculum and looks forward to potential creative usage in classroom,
- includes documented examples, with supporting evidence, of personal practice using modern information technology including critical evaluation of activities with learners and the enhancement of teaching and learning,
- includes a current literature review and bibliography relevant to the technology appraised.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
One	1 - 5	Portfolio	100%	N/A	6,000 w.e.

Learning and Teaching Strategies:

Lead in lectures extensively supported by workshops.

Directed study tasks involving the critical review of the existing literature and production of teaching and learning resources

Development of an annotated bibliography to support pedagogical research

On-line activities, including on-line conferences, mobile technologies (podcasting, blogs).

Syllabus outline:

- new media and learning in the 21st century
- multimedia applications
- learning environments
- on-line conferencing and collaboration
- global and mobile communication for learning
- pedagogy and technology – union or disunion

Bibliography

Essential reading:

Beetham, H., de Freitas, S. & Sharpe, R. (2010), *Rethinking Pedagogy for a Digital Age: How Learners are Shaping their Own Experiences*. Abingdon: Routledge.

Coomey, M. and Stephenson, J. (2001), 'Online learning: it is all about dialogue, involvement, support and control – according to the research' in Stephenson, J. (ed.) (2001) *Teaching & Learning Online: Pedagogies for New Technologies*, Abingdon: Routledge.

Hill, C. (2008), *Teaching with e-learning in the Lifelong Learning Sector* (2nd ed.). Exeter: Learning Matters.

Ebook:

Somekh, B. (2007), *Pedagogy and Learning with ICT: Researching the Art of Innovation*, Abingdon: Routledge.

Other indicative reading:

Blakemore, S.J. and Frith, U. (2005), *The Learning Brain, Lessons for Education*, Oxford: Blackwell Publishing.

Denby, N., Butroyd, R., Swift, H., Price, J., & Glazzard, J. (2008), *Master's Level Study in Education*. Maidenhead: Open University Press.

Farmer, M. and Farmer, G. (2000), *Supporting Information and Communications Technology (A Handbook for those who Assist in Early Years Settings)*. Bingham: David Fulton Publishers.

Flavell, L., Singleton, L. and Ross, I. (2004), *Access to ICT: Curriculum Planning and Practical Activities for Pupils with Learning Difficulties*. Abingdon: David Fulton Publishers Ltd.

Fox, B. (2003), *Successful ICT Leadership in Primary Schools*. Exeter: Learning Matters.

Jochems, W., van Merriënboer, J., Koper, R. (eds) (2003), *Integrated E-Learning: Implications for Pedagogy, Technology and Organization*. Abingdon: Routledge Falmer.

Levine, S., Joseph, (2005), *Making Distance Education Work: Understanding Learning and Learners At a Distance*. Lulu Press Incorporated.

Lockwood, F. and Gooley, A. (Eds), (2001), *Innovation in Open and Distance Learning: Successful Development of Online and Web-based Learning*. Abingdon: Routledge Falmer.

Potter, F. and Darbyshire, C. (2004), *Understanding and Teaching the ICT National Curriculum*. Abingdon: David Fulton Publishers Ltd.

Poulter, T. and Basford, J. (2003), *Using ICT in Foundation Stage Teaching*. Exeter: Learning Matters.

Richardson, W. (2009), *Blogs, Wikis, Podcasts, and Other Powerful Web Tools for Classrooms*. Thousand Oaks: Corwin Press.

Salmon, G. (2004), *E-moderating: The Key to Teaching and Learning Online*. Abingdon: Routledge Falmer.

Salmon, G. (2002), *E-tivities: The Key to Active Online Learning*. Abingdon: Routledge Falmer .

Siraj-Blatchford, J. and Siraj-Blatchford I. (2006), 'A Guide to Developing the ICT Curriculum for early childhood education.' Trentham Books.

Talbot, C. (2007), *Studying at a Distance*. Maidenhead: Open University Press.

Millwood, R. and Terrell, I. (2005). *Overview: New technology, learning and assessment in higher education*. Innovations in Education and Teaching International Vol. 42, No. 3, August 2005, pp. 195–204

Journals:

ICT for Education, ICT Media Education (www.ictforeducation.co.uk)

British Journal of Educational Technology, Wiley-Blackwell

Journal of Technology in Teacher Education, AACE.