Prifysgol Wrecsam
Wrexham University

Module specification

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Module Code	ONLED12
Module Title	Learning Technology in Education
Level	7
Credit value	15
Faculty	FSLS
HECoS Code	100459
Cost Code	GAEC
Pre-requisite module	None

Programmes in which module to be offered

Programme title	Core/Optional/Standalone
MA Education	Core
MA Education with Leadership	Core
MA Education with Early Childhood	Core

Breakdown of module hours

Learning and teaching hours	15 hrs
Placement tutor support hours	0 hrs
Supervised learning hours e.g. practical classes, workshops	0 hrs
Project supervision hours	0 hrs
Active learning and teaching hours total	15 hrs
Placement hours	0 hrs
Guided independent study hours	135 hrs
Module duration (Total hours)	150 hrs

Module aims

Module Learning Outcomes

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

1	Critically analyse the meaning of learning technology and its representation in current research, policy and legislation
2	Critically evaluate the implementation of learning technology in relation to an educational context.
3	Show a critical awareness of the role of technology in relation to accessibility in education.

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.

Assessment 1:

Students will write an analytical essay critically examining the concept of learning technology, and its portrayal in contemporary research, policy, and legislation

(1000 words) [LO1] [30%]

Assessment 2:

Students will assess the implementation of learning technology within an educational context, critically reviewing current practices and evaluating potential adaptations to enhance accessibility, either generally or to address specific learning needs.

(2000 words) [LO2, LO3] [70%]

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1	Coursework	1,000	30	
2	2 and 3	Coursework	2,000	70	

Derogations

Learning and Teaching Strategies

The overall learning and teaching strategy is one of guided independent study, in the form of distance learning requiring ongoing student engagement. On-line learning materials will be provided as weekly sessions whereby the student is required to log-in and engage on a regular basis throughout the module. There will be a mix of video recordings, with supporting notes/slides, containing embedded digital content and self-checks for students to complete as they work through the module and undertake their assessed tasks. The use of a range digital tools via the virtual learning environment together with additional sources of reading will also be utilised to accommodate accessibility.

The basis for working with online materials will be through self-directed study and regular online communication with tutors/peers. Students are encouraged to interact with each other and tutors through a range of communication tools.

Welsh Elements

Students are entitled to submit assessments in the medium of Welsh.

Indicative Syllabus Outline

- What is learning technology? Define and critically analyse the concept of technology in education.
- How does the meaning of learning technology differ according to educational context? Critically evaluate the impact of pedagogy.
- How is learning technology represented in curricula frameworks? Critique the representation of learning technology in policy and legislation.
- How is learning technology implemented in practice? Critically examine the use of learning technology in current educational practice.
- How is learning technology perceived by educational practitioners? Critically analyse the pedagogical conflict which may arise through the use of technology in education.
- Where is learning technology going next? Critically evaluate current research in learning technology.
- How is technology used to support accessibility in an educational context? Critically evaluate the role of technology to support accessibility for learning.

Indicative Bibliography

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

Essential Reads:

Jarvis, M. (2023), *Teaching and Learning with Technology: How to make e-learning work for you and your learners*. Abingdon: Routledge.

Other indicative reading:

Altnay, F. (2020), *The Role of Technology in Education*. London: IntechOpen.

Hawkridge, D., Vincent, T. and Hales, G. (2018), New Information Technology in the Education of Disabled Children and Adults. Abingdon: Routledge.

Luckin, R. (Ed.) (2018), *Enhancing Learning and Teaching with Technology*. London: Institute of Education Press.

Pargman, C.T. and Jahnke, I. (2019), *Emergent Practices and Material Conditions in Learning and Teaching with Technology*. Manhattan, New York: Springer

Journals
Computers and Education
International Journal of Technology and Design Education
Journal of Learning Design
Journal of Education and Learning

Administrative Information

For office use only	
Initial approval date	04 November 2019
With effect from date	September 2025
Date and details of revision	Apr 2024: updated assessment strategy and learning outcomes Mar 2025: revalidated in Education Subject Level Review Sept 2025: updated Indicative Assessment 2
Version number	4