

**MODULE SPECIFICATION FORM**

Module Title: Pedagogy and Practice	Level: 7	Credit Value: 20
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Module code: HLT701	Cost Centre: GACP	JACS2 code: X370
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Semester(s) in which to be offered: 1	With effect from: April 2013
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<b>Office use only:</b> To be completed by AQSU:	Date approved: April 2013
	Date revised: -
	Version no: 1

Existing/New: Existing (April 2009)	Title of module being replaced (if any):
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Originating Academic area: Computing	Module Leader: Clive Buckley
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Module duration (total hours)	200	Status: Core core/option/elective (identify programme where appropriate):
Scheduled learning & teaching hours	48 hrs. VLE time 48 hrs. directed activity	
Independent study hours	104 hrs. Ind. Study	
Placement hours	Nil	

Percentage taught by Subjects other than originating Subject (please name other Subjects):	None
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Programme(s) in which to be offered:	MSc Learning and Technology	Pre-requisites per programme (between levels):	None
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**Module Aims:**

This module explores the nature of learners, how learning models (e.g. Piaget, Vygotsky) might influence the mode of delivery and how teaching 'on-line' may differ from conventional teaching. Students will explore learning models (e.g. social constructivism) and how these can be applied to designing and developing materials for e-learning. Students will also examine how communities of learners on-line can be established and develop e-moderating skills.

**Expected Learning Outcomes**

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

Knowledge and Understanding:

1. Evaluate critically learning models and how these may influence on-line course design.
2. Apply a deep knowledge and understanding of contemporary thinking in effective e-learning practice, including aspects of course design appropriate to their professional context
3. Implement appropriate pedagogic principles to aspects of e-learning course design and reflect on the outcomes for further development and improvement

Transferable/Key Skills and other attributes:

- Undertake, and act upon, professional development needs analysis to advance knowledge, understanding and to develop new skills.
- Engage confidently in academic and professional communication with others.
- Work effectively with a group as a leader or a member. Clarify task and make appropriate use of the capacities of group members. Negotiate and handle conflict with confidence
- Exercise initiative and self-direction in academic and professional development.
- Develop technical (e-learning orientated) skills applicable to own professional context.

**Assessment (Indicative):**

Two Assignments:

One: (Two Parts)

- i. A reflective account of online group work (Conference – Chickering and Gamson's 7 Principles)
- ii. Review of the drivers and barriers to implementing technology-enhanced or e-learning within the student's professional context to include course design.

Two: (Two Parts)

- i. Production and evaluation of an 'e-tivity'.
- ii. Preparing an outline specification, with pedagogic reasoning, for an on-line course (learning unit) within student's professional context.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	1	Essay	40%		2 000
2	2, 3	Essay	60%		3 000

### **Learning and Teaching Strategies:**

The MSc is delivered entirely on-line using on-line documents, podcasts, video, synchronous and asynchronous conferencing (using text, audio and video), blogs, web links, file sharing and social networking facilities.

Video conferencing (Adobe Connect or equivalent) will be used to facilitate student group work.

### **Syllabus outline:**

#### **1. Teachers, learners and learning on-line.**

- 1.1. Learning Models
- 1.2. Learning and Teaching on-line

#### **2. Communities and Interaction**

- 2.1. Forum Management and e-moderating

#### **3. Supporting Learning on-line**

- 3.1. Student support in the on-line environment

### **Bibliography**

**In addition to the texts listed here, the MSc makes extensive use of videos to support student learning. Students are also directed to appropriate blog posts and other resources that are published during the teaching of the programme.**

Note: Students will be expected to conduct independent research and locate key texts and articles relating to their own professional context; there is an expectation that such resources are shared via forum posts.

#### Essential reading

Ally, M. (2008). 'Foundations of educational theory for online learning' in Anderson, T.(ed.) *Theory and practice of online learning*. Athabasca, AB: Athabasca University [Available online at <http://www.aupress.ca/index.php/books/120146>]

[Mohamed Ally of Athabasca University considers how learning styles can influence the design of e-learning courses].

Brown, J. S. and Adler, R. P. (2008) 'Minds on Fire' Educause Review Vol. 43, No. 1

[Social learning]

Lisewski, B. and Joyce, P (2003) 'Examining the five-stage e-moderating model: Designed and emergent practice in the learning technology profession' ALT-J volume 11 No. 1 p 55-66

[A critique of Salmon's five-stage model]

Salmon, G. (2011, 3ed.) *E-moderating: The Key to Teaching and Learning Online*, Routledge Falmer, London

[Much referred to model for e-moderating]

Siemens, G (2005) *Connectivism: A Learning Theory for the Digital Age* Available from <http://www.elearnspace.org/Articles/connectivism.htm>

[A new learning model for the connected age]

Simpson, O. (2002, 2ed.) *Supporting Students in Online, Open and Distance Learning* Routledge Falmer, London

**Note:** "*Supporting Students for Success in Online and Distance Learning*" 3<sup>rd</sup> ed. is due for publication 20<sup>th</sup> December 2012

[Chapter 2: Supporting students on-line]

University of New South Wales (video) (2011) *Conducting effective online discussions* (Online at <http://online.cofa.unsw.edu.au/learning-to-teach-online/lto-episodes?view=video&video=235>)

Wilson, W. (2003) 'Faculty Perceptions and Uses of Instructional Technology' Educause Quarterly No 2 pp. 59 - 62

[Barriers to adopting e-learning and how these may be overcome].

Other indicative reading

Bach, S., Haynes, P. and Lewis-Smit, J. (2007) *Online Learning and Teaching in Higher Education* Open University Press

[Chapter 1: Drivers for e-learning] [Also useful sections on design, quality assurance and transforming practice].

Carliner, S. and Shank, P. (Eds.) (2008) *The E-learning Handbook* Pfeiffer

[Chapter 8: The Changing Needs of learners] [Also useful sections on design and future challenges].

Clarke, A. (2008, 2ed.) *E-learning Skills* Palgrave MacMillan

[A practical guide to employing e-learning]

Clark, R. C. and Mayer, R. E. (2011) *E-learning and the science of Instruction* Pfeiffer

Horton, W. (2006) *E-Learning by Design* Pfeiffer

[In addition to design (used in module 3) this text has some useful suggestions for on-line activities].

Thompson, J. (2007) *Is Education 1.0 ready for Web 2.0 students?* Innovate 3 (4)  
<http://www.innovateonline.info/index.php?view=article&id=393&action=article>

[Responding to the changing needs of students].

Useful websites

JISC: <http://www.jisc.ac.uk/>

Educause <http://www.educause.edu/>

Relevant Blogs (e.g. [steve-wheeler.blogspot.com/](http://steve-wheeler.blogspot.com/) [donaldclarkplanb.blogspot.com/](http://donaldclarkplanb.blogspot.com/))