

MODULE SPECIFICATION FORM

Module Title: Technology and Design	Level: 7	Credit Value: 20
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Module code: HLT702	Cost Centre: GACP	JACS2 code: X370
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Semester(s) in which to be offered: 1/2	With effect from: April 2013
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Office use only: To be completed by AQSU:	Date approved: April 2017 Date revised: - Version no: 1
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Existing/New: Existing	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/option/elective (identify programme where appropriate): Core
Scheduled learning & teaching hours	48 hrs. VLE time 48 hrs. directed activity	
Independent study hours	104 hrs.	
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 those technologies that can be used to support their learners. Students will use technologies such as wiki pages, podcasting, social networking and on-line assessment technologies to develop learning objects that they apply to their own professional context. Students will have a degree of freedom in deciding which technologies they wish to apply. Students will also explore design principles for e-learning.

Expected Learning Outcomes

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

Knowledge and Understanding:

1. Critically relate contemporary thinking in effective e-learning practice, including aspects of course design to their professional context
2. Demonstrate innovation / originality in designing material and / or activities using appropriate technologies for effective online or in-class learning.
3. Evaluate critically technologies for potential application to enhance learning
4. Demonstrate deep knowledge and a critical awareness of on-line methodologies for assessment (including plagiarism and plagiarism detection tools)

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
- Demonstrate independent and collaborative working.
- Exercise initiative and self-direction and be a self-critical learner, guiding the learning of others
- Develop technical (e-learning orientated) skills
- Able to locate and use a full range of learning resources.

Assessment (Indicative):

Two Assignments

Assignment One: (Two Parts)

- (i) Review of an application (from list or by agreement with tutor) for teaching and learning
- (ii) Production and evaluation of a learning resource created using the application (or another by agreement with tutor)

Assignment Two: (Two Parts)

- (i) Review opportunities and challenges afforded by technology to assist accessibility
- (ii) Using the ADDIE model to design an e-learning (or TEL) course within the 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, 3	Report	40%		2 000
2	2, 4	Report	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.

Syllabus outline:**1. Evaluating technologies**

- 1.1. Learning and teaching on-line; technological enhancement
- 1.2. Applications for learning

2. Principles of Design

- 2.1. Design for deep-learning
- 2.2. Learning objects, e-tivities and collaboration
- 2.3. Assessment for on-line learning (to include on-line assessment tools and plagiarism detection software).

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

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

[Part III: Technology Issues (Includes infrastructure, e-learning standards, learning objects and applications for learning). Part IV: Design Issues (Includes designing for learning)]

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

[Comprehensive account of design for e-learning including sections on assessing on-line and quality assurance processes]

Lane, L. M. (2008) 'Toolbox or Trap? Course Management Systems and Pedagogy' *EDUCAUSE Quarterly*, vol. 31, no. 2 (April–June 2008)

[Critique of commercial course management systems].

McConnell, D. (2006) *E-learning Groups and Communities* Open University Press

[Design principles – including designing for communities and assessing on-line]

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

[Much referred to model for e-moderating]

Simpson, O. (2002, 2ed.) *Supporting Students in Online, Open and Distance Learning* Routledge Falmer, London [3rd edition due December 2012]

[Student support and QA principles]

Brown, A. R. and Voltz, B. D. (2005) 'Elements of Effective e-Learning Design' *The International Review of Research in Open and Distance Learning*, Vol 6, No 1 [Online] Available from : <http://www.irrodl.org/index.php/irrodl/article/viewArticle/217/300>

Other indicative reading

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

[A practical guide to employing e-learning]

Steen, H. L. (2008) 'Effective eLearning Design' *Journal of Online Learning and Teaching*, Vol. 4, No. 4 [Online] Available from: http://jolt.merlot.org/vol4no4/steen_1208.htm

[Introduction and useful review of design for e-learning]

Stephenson, J., (Ed) (2001) *Teaching and Learning Online* Kogan Page, London
[Part 5: Designers and producers]

Useful websites

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

JISC (Example: Teaching and Learning Case Studies:
<http://www.jiscinfonet.ac.uk/Resources/saved-searches/t-and-l-case-studies>)

Relevant Blogs (e.g. steve-wheeler.blogspot.com/ donaldclarkplanb.blogspot.com/)