PRIFYSGOL

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UNIVERSITY

MODULE SPECIFICATION FORM

Module Title: Implementation and Management	Level: 7	Credit Value: 20

Module code: HLT703	Cost Centre: GACP	JACS2 code: X370

Semester(s) in which to be offered: 2	With effect from: April 2013

Existing/New: Existing	Title of module being replaced (if any):

Originating Academic area:	Computing	Module Leader:	Clive Buckley

Module duration (total hours)	200	Status: core/option/elective (identify programme where appropriate):	Core
Scheduled learning & teaching hours	20 hrs. VLE time 80 hrs. directed activity		
Independent study hours	100 hrs.		
Placement hours	Nil		

Percentage taught by Subjects other than originating Subject (please name other Subjects):	None

Programme(s) in which to be offered: MSc Learning and Technology	Pre-requisites per programme (between levels): None

Module Aims:

This module examines issues of implementing and managing on-line programmes. Students will explore the challenges of implementing courses on-line, evaluating infrastructure, accessibility, tutor management and the economics of course development. The module will also address quality assurance aspects of e-learning.

Expected Learning Outcomes

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

Knowledge and Understanding:

1. Apply a systematic knowledge of contemporary thinking in effective e-learning practice, including aspects of implementation, management and ethical aspects to their professional context
2. Apply originality in the application of knowledge, together with a practical understanding of established techniques, to design and develop innovative learning and/or student support systems
3. Evaluate critically management, quality assurance and student support issues relating to e-learning.
4. Develop and evaluate appropriate quality assurance and course management strategies for programme of e-learning, including managing teaching teams

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
- Be a reflective and independent learner, undertaking research tasks with the minimum of guidance.
- Exercise initiative and self-direction and be a self-critical learner, guiding the learning of others
- Develop technical (e-learning orientated) skills
- Locate and use a full range of learning resources.

Assessment
 (Indicative):

One Assignment:
An independent that examines an aspect of implementing and managing an e-learning (or TEL) course that is of particular importance to the student and their professional context. The project may explore a specific area such as media, student support, accessibility, assessments or a combination of these.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	1 - 4	Project	100%		5 000

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. Implementing e-learning
    1.1. Planning, platforms and personal learning environments.
    1.2. Accessibility

2. Management
    2.1. Quality Assurance for e-learning courses
    2.2. Student support and student representation
    2.3. Ethics of on-line learning and teaching

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

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

[Chapter 8: Strategic Decisions]

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

[Managing communities 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. Includes: Chapter 4: Training e-moderators, Part 2: Managing e-moderating]

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

[Chapter 16: Staff development and appraisal for support]

Other indicative reading

Chickering A. W. and Ehrmann S. C., (2008) *Implementing the Seven Principles: Technology as Lever* [Online] Available from http://www.tltgroup.org/programs/seven.html (Accessed 8 March 2009) [This article originally appeared in print as: Chickering, Arthur and Stephen C. Ehrmann (1996), "Implementing the Seven Principles: Technology as Lever," AAHE Bulletin, October, pp. 3-6.]

[Classic paper]

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

[A practical guide to employing e-learning]

Macdonald, J. (2006) *Blended Learning and Online Tutoring: A good Practice Guide*, Gower, Aldershot

[Chapter 15: Staff development for Blended Learning]

Useful websites

JISC (Example: Effective Use of Virtual Learning Environments)Relevant Blogs (e.g. *steve-wheeler.blogspot.com/ donaldclarkplanb.blogspot.com/)*