



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Technology Enhanced Learning				
Module Code	UTTQGB-30-2	Level	2	Version	1
Owning Faculty	ACE	Field	Primary, Early Years and Education Studies		
Contributes towards	BA Hons Education Learning and Development				
UWE Credit Rating	30	ETCS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements		
Valid From	September 2013		Valid to	September 2018	

CAP Approval Date	2 nd May 2012
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to demonstrate their understanding of:</p> <ol style="list-style-type: none"> 1. Choices that practitioners make about ways of applying technologies for a variety of learners across the globe in education, training or professional development (Component A,B) 2. The pedagogical implications of learning through using new technologies in formal and informal contexts; (Component B) 3. Choices that learners make about their own learning, in terms of which technologies they use, why and how; (Component A) 4. Current debates and some of the key theories that practitioners draw on in the field of technology enhanced learning; articulate and evaluate aspects of government policy in relation to the learning society, education and industry; (Component B) 5. A range of conventional and innovative technologies, drawing on their own experience and the experience of other students and professionals in technology-enhanced learning. (Component A) 6. Use and evaluate particular technologies and tools for individual and collaborative learning; (Component A) 7. Recognise and examine differing explanations and arguments in the field of technology-enhanced learning; (Component B) 8. Use these differing perspectives to make sense of your own and others' experience of learning with technologies; (Component B) 9. Draw on a wide range of experience, accounts and formal research evidence to recommend appropriate ways of using technologies in specific contexts. (Component B) <p>In addition the educational experience may explore, develop, and practise <u>but not formally discretely assess</u> the following:</p>

	<ol style="list-style-type: none"> 1. Locate, read critically and extract value from a wide range of formal and informal sources, including those mediated by new forms of technology; 2. Interpret and discuss the implications for research, policy and practice 3. Articulate your ideas, proposals and arguments through Technology Enhanced Learning fora for differing audiences and contexts and present these arguments in a coherent oral and written manner; 4. Take responsibility for their current and future learning and practice within a supportive framework of their peers and tutor. 5. Work towards being a creative and effective professional within the broad field of technology-enhanced learning; draw on a range of evidence to support the choices made in their use of technology and written report; 6. Participate in online networks and communities to enrich personal and future professional development; 7. Seek out ideas and insights from the leading edge of practice and research relevant to personal interests in technology-enhanced learning.
Syllabus Outline	<p>The syllabus will include:</p> <ol style="list-style-type: none"> 1. Recent and current government policies on, ICT, information and digital literacies, education, training and learning; 2. New technologies used in a variety of formal and informal learning contexts, including: virtual learning environments; internet; electronic discussion groups; video conferencing; distance learning; social networks and internet messaging, mobile phones and text messaging; 3. Pedagogical and assessment implications of effective use of Technology Enhanced Learning; 4. The contribution that new technologies in formal and informal learning settings can make to widening participation, equal opportunities and lifelong/lifewide learning; 5. The implications of new technologies for the promotion of international collaboration and democracy and social justice in education.
Contact Hours/Scheduled Hours	<p>The following structure represents a typical delivery; the precise delivery pattern will vary from year to year.</p> <p>Whole Cohort events: 22 hours</p> <p>Smaller group events: seminars, tutorials, workshops, presentations: 39 hours</p> <p>Guided Study: group and individual tasks, including online engagement): 11 hours</p>
Teaching and Learning Methods	<p>Scheduled learning includes lectures, seminars, tutorials, practical classes and workshops in the learning innovation centre and computer laboratories; supervised time in computer workshops and online engagement with the Education Innovation Centre.</p> <p>Independent learning includes engagement with essential reading, at least two hours per week, both online and traditional, planning and preparation for area of research including engagement with online synchronous and asynchronous virtual world fora and presentation of research into these.</p>
Reading Strategy*	<p>Students are encouraged to buy at least one text for this module or to ensure that they have access to the core text in collaboration with one or more course colleagues. The key texts will be listed in the module handbook and a copy of each is provided in the Library. Where texts are available as e-books, these will be available on the library website.</p> <p>Further reading: All students are encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases and Internet resources. Many resources can be accessed remotely. Guidance to some key authors and journal titles available through the Library will be given in the Module Guide and updated annually. Assignment reference lists are expected to reflect the range of reading carried out.</p> <p>Access and skills: Students are expected to be able to identify and retrieve appropriate reading. This module offers an opportunity to further develop information skills introduced at</p>

	<p>Level 1. Students will be given the opportunity to attend the GDP sessions on selection of appropriate databases and search skills. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the Library.</p> <p>Indicative reading list: The list included as part of the module specification provides an indication of the type and level of texts which students might be expected to refer to as part of the work on this module. Current advice on additional reading will be found in the module handbook and on Blackboard.</p>
Indicative Reading List	<p>CVCP (2000) <i>The Business of Borderless Education: UK Perspectives: a Summary Report</i>. London: HEFCE.</p> <p>DEER, RICHARDSON and WOLFE, M. (2001) <i>Principles and Practice of Informal Education: Learning Through Life</i> London: Routledge/Falmer.</p> <p>DfES/NGfL (2002) <i>Transforming the Way We learn: a Vision for the Future of ICT in Schools</i> London: DfES.</p> <p>DORNER, J. (2000) <i>The Internet: A Writer's Guide</i> London: A & C Black.</p> <p>KRESS, G. & VAN LEEUWEN, T. (2001) <i>Multimodal discourse: the modes and media of contemporary communication</i> Oxford: OUP</p> <p>KINGSLEY, J. (2009) <i>Higher Education in Virtual Worlds: teaching and learning in Second Life</i>: Bingley: Emerald Group Publishing Ltd.</p> <p>LONGWORTH, N. and KEITH DAVIS, W. (1996) <i>Lifelong Learning: New Vision, New Implications, New Roles for People, Organisations and Nations</i> London: Kogan Page.</p> <p>MASON, ROBIN, FRANK RENNIE, and Inc Netlibrary. 2006. <i>Elearning: The key concepts</i>. New York: Routledge. eBook</p> <p>MCFARLANE, A. (Ed) (1997) <i>Information Technology and Authentic Learning</i> London: Routledge.</p> <p>MULGAN, G. J. (1997) <i>Connexity: How to Live in a Connected World</i> London: Chatto</p> <p>NEAL L, NORMORE, L., 2005. ELearning and fun. <i>ELearn</i> 2005 (7): 2.</p> <p>STARKMAN, N., 2007. eLearning: Going the distance. <i>T.H.E. Journal</i> 34 (2): 18-24.</p> <p>WELLER, M (2002) <i>Delivering Learning on the net: the why, what and how of online education</i>: Kogan Page</p> <p>WELLER, M (2007) <i>Virtual learning environments: using, choosing and developing your VLE</i>: Routledge</p> <p>PRENSKY, M. (October 2001). Digital Natives, Digital Immigrants. On the Horizon, MCB University Press, Vol. 9 No. 5, pp 1-5</p> <p>PRENSKY, M. (2005). Digital Natives: How they think differently. http://coe.sdsu.edu/eet/articles/digitalnatives/start.htm. (26.08.09)</p> <p>NLN.,(2002) <i>Paving the way to excellence in e-learning</i> http://archive.teachfind.com/becta/foi.becta.org.uk/display8e47.html?resID=35823</p> <p>BECTA(2006)<i>Research report: ICT and e-learning in Further Education</i> http://www.teachfind.com/becta/industry-and-developers-research-report-ict-and-e-learning-further-education-management-learning</p>

*Please note that this is currently under review and new guidance may be issued in 2012

Part 3: Assessment	
Assessment Strategy	<p>The Department of Education views assessment and assessment feedback as an integral part of the learning and teaching process and, as such, provides a range of assessment opportunities which are innovative and creative yet rigorous and able to fulfil the requirements of both the University of West of England and relevant professional bodies.</p> <p>There will be both a variety of assessment types and methods utilised throughout each of the programmes and a variety of forms of feedback incorporating formative and summative perspectives on academic and professional development.</p> <p>Further details of the University requirements for Assessment and Assessment Feedback can be found in F6 of Academic Regulations 2011-2012.</p> <p>Component A Presentation using technology to assess and evaluation work completed in online fora, The use of technology and evaluation of personal use of VLEs in this presentation will support the students' development of this aspect of their personal use of screen technologies. The questions constitute an aspect of the controlled conditions and</p>

also give students an opportunity to clarify and/or expand on points raised by the tutor.
Component B Written report on a small scale research project.

Identify final assessment component and element	B	
% weighting between components A and B (Standard modules only)	A:	B:
	25%	75%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting	
<p>Group presentation using an appropriate technology relating to the development of their understanding of and engagement with technology enhanced learning media.</p> <p>Groups of 2 or 3 with individual contributions identified formally</p> <p>6 minutes per student and 2 minutes of question time.</p> <p><u>Assessment Criteria:</u> AL2, BL2 and GL2</p> <p>A: Conceptual Domain (Core) – The assignment demonstrates that the student can use and organise coherently relevant ideas and perspectives to interpret and/or explore issues under study.</p> <p>B: Literature Domain – The assignment demonstrates that the student has an awareness of appropriate literature and can discuss its relevance to the task.</p> <p>G: Action Domain - The assignment demonstrates that the student can articulate a relationship between theory and practice in the workplace, and can use reflection to develop a personal theory and refine professional practice, with due regard to issues of equity and social justice.</p>	100%	
Component B Description of each element	Element weighting	
<p>Written Report or equivalent of up to 3750 words, title to be negotiated with the tutor relating to a particular aspect of technology enhanced learning.</p> <p><u>Assessment Criteria:</u> AL2, BL2 and GL2</p> <p>A: Conceptual Domain (Core) –The assignment demonstrates that the student can use and organise coherently relevant ideas and perspectives to interpret and/or explore issues under study</p> <p>B: Literature Domain – The assignment demonstrates that the student has an awareness of appropriate literature and can discuss its relevance to the task.</p> <p>G: Action Domain - The assignment demonstrates that the student can articulate a relationship between theory and practice in the workplace, and can use reflection to develop a personal theory and refine professional practice, with due regard to issues of equity and social justice.</p>	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting	
<p>Group presentation using an appropriate technology relating to the development of their understanding of and engagement with technology enhanced learning media.</p> <p>Groups of 2 or 3 with individual contributions identified formally</p> <p>6 minutes per student and 2 minutes of question time.</p> <p><u>Assessment Criteria:</u> AL2, BL2 and GL2</p> <p>A: Conceptual Domain (Core) – The assignment demonstrates that the student can use and organise coherently relevant ideas and perspectives to interpret and/or explore issues under study.</p> <p>B: Literature Domain –The assignment demonstrates that the student has an awareness of appropriate literature and can discuss its relevance to the task.</p>	100%	

<p>G: Action Domain -The assignment demonstrates that the student can articulate a relationship between theory and practice in the workplace, and can use reflection to develop a personal theory and refine professional practice, with due regard to issues of equity and social justice.</p>	
<p>Component B Description of each element</p>	<p>Element weighting</p>
<p>Written Report or equivalent of up to 3750 words, title to be negotiated with the tutor relating to a particular aspect of technology enhanced learning.</p> <p><u>Assessment Criteria:</u> AL2, BL2 and GL2</p> <p>A: Conceptual Domain (Core) – The assignment demonstrates that the student can use and organise coherently relevant ideas and perspectives to interpret and/or explore issues under study.</p> <p>B: Literature Domain – The assignment demonstrates that the student has an awareness of appropriate literature and can discuss its relevance to the task.</p> <p>G: Action Domain - The assignment demonstrates that the student can articulate a relationship between theory and practice in the workplace, and can use reflection to develop a personal theory and refine professional practice, with due regard to issues of equity and social justice.</p>	<p>100%</p>
<p>If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>	