Module Specification

Exploring Digital Learning

Version: 2024-25, v2.0, 25 Apr 2024

Contents

Part 1: Information

Module title: Exploring Digital Learning

Module code: UTTNB7-30-1

Level: Level 4

For implementation from: 2024-25

UWE credit rating: 30

ECTS credit rating: 15

College: College of Health, Science & Society

School: CHSS School of Education and Childhood

Partner institutions: None

Field: Primary, Early Childhood and Education Studies

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: During this module students will experience a range of learning technologies from both theoretical and practical perspectives. Students will develop a range of technical skills in workshops, in addition to exploring 'real' education-technology solutions across a range of contexts.

Features: The design of this module reflects a wider programme aim to promote a student-centred approach to teaching and learning that is agile, responsive, accessible and, ultimately, equitable. This draws on a spiral learning approach,

meaning core concepts, theories and ideas are introduced and revisited with increasing levels of complexity. This spiral approach is underpinned by three core pillars of learning: education for personal development, education for professional development and education for social justice and social change. Embedding these within and across modules is central to the programme team's ambition of creating inclusive teaching and learning experiences.

Educational aims: Students will gain experience and knowledge in the following areas: Government digital strategy, mobile learning apps and devices, gamification of education, extended reality (XR), generative AI and LLMs, online learning and MOOCs, other specific technology use (emergency services, military, policing etc), ethical issues associated with growth of digital learning, and accessible and inclusive considerations in digital learning.

Outline syllabus: Students will be exposed to a range of experiences and technologies from both theoretical and practical angles. As such, they will benefit from a range of technical skills in workshops, and from personal accounts from guest speakers from different learning contexts. In addition, they will also be exposed to theoretical case studies of 'real' education-technology solutions.

Throughout, students are encouraged to reflect on professional practice, future employability and career development.

Part 3: Teaching and learning methods

Teaching and learning methods: This module will include a range of experiential learning sessions in which students will develop skills and understanding of digital tools for learning. Connections with other modules in the year will also be evident. For example, links will be made to Inclusive Digital Learning Design module in Year 2. Spaces in which to explore how digital learning tools are used and how these might impact on education landscapes, teaching, and learning, will also be explored.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Identify and evaluate a range of digital learning technologies and their pedagogical application to a variety of learning contexts.

MO2 Critically explore theories, rationales, policy, applications, and experiences of digital learning.

MO3 Explain how a range of users are considered in the development of inclusive and accessible digital learning design, including ethical considerations.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Total = 300

Reading list: The reading list for this module can be accessed at readinglists.uwe.ac.uk via the following link https://uwe.rl.talis.com/modules/uttnb7-30-1.html

Part 4: Assessment

Assessment strategy: What is the assessment task?

The summative assessment will be a portfolio submission (5000 words equivalent).

Why is this assessment being used?

There are distinct assessment components within the portfolio incorporating innovative digital technologies, and enabling students to demonstrate their learning in relation to the module content. The assessments will allow students to demonstrate the development of their digital skills, drawing on reflective practice approaches. The collaborative and innovative nature of the assessment tasks will provide students with an opportunity to demonstrate their employability skills, for example, teamwork, problem solving, communication, and digital skills.

How are students supported?

There will be various formative tasks throughout the module, and these will be individual and team-based. These will be based on learner explorations, experiences and analyses of their digital learning engagements on the module. All components will be supported by detailed assessment guidance in the module handbook, classroom activities, study visits, and expert support from internal and external speakers.

Wordcounts indicated for written assessment tasks are maximum wordcounts. For all such assessment tasks students are given the flexibility to work to 10% under the stated wordcount. Assessment wordcounts are one of a range of supportive guidance measures offered to students to help them fully address the assessment requirements, and to meet the module learning outcomes. Alongside maximum wordcounts, we strongly encourage students to proactively engage with the full range of assessment guidance provided within module handbooks, on the VLE assessment guidance pages and through in-class assessment guidance sessions.

Assessment tasks:

Portfolio (First Sit)

Description: Portfolio (5000 words equivalent)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Portfolio (Resit)

Description: Portfolio (5000 words equivalent)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Education [Frenchay] - Withdrawn BA (Hons) 2024-25

Education (Digital Learning) [Frenchay] - Withdrawn BA (Hons) 2024-25

Education (Special Needs) [Frenchay] - Withdrawn BA (Hons) 2024-25

Education [Frenchay] BA (Hons) 2024-25

Education (Digital Learning) {Foundation} [Frenchay] BA (Hons) 2023-24

Education (Special Needs) {Foundation} [Frenchay] BA (Hons) 2023-24

Education {Foundation} [Frenchay] BA (Hons) 2023-24