Module Specification

Digital Learning and Teaching

Version: 2026-27, v1.0, Approved

Contents

Part 1: Information

Module title: Digital Learning and Teaching

Module code: UTLH4B-30-M

Level: Level 7

For implementation from: 2026-27

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: Secondary Education and Lifelong Learning

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: Yes

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: This module develops a critical awareness of theories and modes of digital learning and teaching and their translation into practice and diverse contexts.

Features: This module is available as CPD.

Educational aims: To critically appraise the design of digital learning approaches through the application of theoretical perspectives.

To critically appraise a range of modalities of digital teaching and learning.

Outline syllabus: Participants are expected to work through a set of structured study activities where the following content may be explored through a digital lens:

Theories of learning and teaching.
Digital modalities.
Critical evaluation of platforms, approaches and tools.
Application to context.
Policy and practice.
Issues of equity, inclusivity and accessibility.
Ethics.
Formative and summative assessment.

Part 3: Teaching and learning methods

Teaching and learning methods: Delivery will take the form of a mixture of online synchronous and asynchronous activities. Current, relevant technology will be employed as appropriate in sessions.

There will be sessions that intensively explore module themes, including structured activities which will support students in making links between theory and practice. There will be opportunity to develop specific areas of interest, as students will be facilitated in exploring contextualised practical applications of theoretical models. This will enable them to evaluate impact in respect of teaching and learning. Students will develop and evaluate their own solutions for specified digital teaching and learning needs and contexts.

Tasks and activities throughout the module will support students in developing their academic literacy. Use of regular in-class formative assessment and feedback will build student confidence, assessment literacy and academic integrity.

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

MO1 Critically explore theories of learning and teaching through a digital lens.

MO2 Critically evaluate digital learning and teaching modalities within specific educational contexts.

MO3 Articulate a critical rationale for digital learning and teaching design.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

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/utlh4b-30-m.html

Part 4: Assessment

Assessment strategy: What is the assessment task(s)?

100% Presentation (20 minutes) (70% critical evaluation- recorded presentation, 30% rationale- professional conversation).

Participants undertake a presentation for summative assessment which will include the following, demonstrating critical engagement with relevant literature:

Critical evaluation of a digital learning approach.

A rationale for recommendations and redesign within the student's own context.

Why is this assessment being used?
The assessment uses module themes to incorporate a critical evaluation of a digital

learning experience with an accompanying rationale and recommendations. In this way the assessment focusses on an analysis of pedagogical approaches through a digital lens rather than specific platforms and digital tools. This is intended to develop students' ability to critically apply their new learning and understanding and enables them to utilise this in the future within their own professional contexts regardless of the digital tools and platforms used.

The critical evaluation builds on and deepens engagement with theory, policy and current literature, whilst the rationale analyses and selects appropriate practices and related strategies within context. This should enable students to explore their own interests and develop skills and knowledge to support work related learning and professional practice.

How will students be supported to meet the assessment requirements?
The pedagogical approach for this module will include groupwork and informal presentation tasks. A structured approach across module themes will prepare students for both assignment tasks. Formative assessment feedback will support students' assessment literacy and academic skills development.

Assessment tasks:

Presentation (First Sit)
Description: Presentation to include the following, demonstrating critical engagement with relevant literature: critical evaluation of a digital learning approach (70%); and a rationale for recommendations and redesign within the student's own context (30%).
Weighting: 100 %
Final assessment: Yes
Group work: No
Learning outcomes tested: MO1, MO2, MO3

Presentation (Resit)
Description: Presentation to include the following, demonstrating critical engagement with relevant literature: critical evaluation of a digital learning approach (70%); and a rationale for recommendations and redesign within the student's own context (30%).

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 [Distance] MA 2026-27