



MODULE SPECIFICATION

Part 1: Information			
Module Title	Digital Learning Policy and Practice		
Module Code	UTTGVF-30-2	Level	2
For implementation from	September 2019		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Arts, Creative Industries and Education	Field	Primary Early Childhood and Education Studies
Department	Education and Childhood		
Contributes towards	BA (Hons) Education BA (Hons) Education (Digital Learning)		
Module type:	Standard		
Pre-requisites	N/A		
Excluded Combinations	UTTGVK-30-2 Special Needs Policy and Practice		
Co- requisites	N/A		
Module Entry requirements	N/A		

Part 2: Description
<p>During this module students will engage in discussions related to digital educational practices and analyse how and when regional, national and international digital strategies and policies underpin the use of digital technology in a wide range of educational settings. Areas students will gain experience and knowledge of will include:</p> <ul style="list-style-type: none"> • Introduction to Digital Education policy (education and the digital society) • Digital governance (frameworks, policies, strategies and standards) • 21st century education around the world: global perspectives of the digital • Digital inequalities and equity (e.g.: gender/class/ethnicity digital divides and digital inclusion) • Education policy discourses on digital users: debunking the digital natives/digital immigrants narrative • The datafication of education • Digital rights • Digital ethics • Digital critical skills • Emerging digital education issues • Digital work

Part 3: Assessment				
Students will engage in individual and group learning activities throughout the module which they will submit as an individual summative portfolio. Learning activities will vary but may include: <ul style="list-style-type: none"> • Preparing and conducting a group discussion of literature relevant to a theme of the module • Critiquing a digital education policy/strategy/white paper through an in-house Policy Symposium. • Developing a digital education strategy proposal 				
Identify final timetabled piece of assessment (component and element)		A		
% weighting between components A and B (Standard modules only)			A: 100%	B:
First Sit				
Component A (controlled conditions) Description of each element			Element weighting	
1. Portfolio			100%	
Resit (further attendance at taught classes is not required)				
Component A (controlled conditions) Description of each element			Element weighting	
1.Portfolio			100%	
Part 4: Teaching and Learning Methods				
Learning Outcomes	On successful completion of this module students will be able to: <ol style="list-style-type: none"> 1. Identify different digital educational policies and strategies (national and international) and explore the rationales and agencies behind these; 2. Identify and analyse digital educational policy discourses; 3. Analyse the impact of digital strategies and policies on the use of digital technology in a wide range of educational contexts; 4. Demonstrate a critical understanding of the role of digital educational policies within a global context; 5. Discuss the complexities of policy discourses in light of emergent and multifaceted issues brought about by digital technologies. 			
Key Information Sets Information (KIS)	Key Information Set - Module data			
	<i>Number of credits for this module</i>			
	30			
	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours
	300	72	228	0
Allocated Hours				
300				

Contact Hours	<p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p>Written Exam: Unseen or open book written exam Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p> <p style="text-align: center;">Total assessment of the module:</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td>Written exam assessment percentage</td> <td style="border: 1px solid black; text-align: center;">0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="border: 1px solid black; text-align: center;">100%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="border: 1px solid black; text-align: center;">0%</td> </tr> <tr> <td></td> <td style="border: 1px solid black; text-align: center;">100%</td> </tr> </table>	Written exam assessment percentage	0%	Coursework assessment percentage	100%	Practical exam assessment percentage	0%		100%
Written exam assessment percentage	0%								
Coursework assessment percentage	100%								
Practical exam assessment percentage	0%								
	100%								
Total Assessment									
Reading List	<ul style="list-style-type: none"> • Landri, P. (2018). <i>Digital Governance of Education: Technology, Standards and Europeanization of Education</i>. London : New York: Bloomsbury Academic. • Lindh, M., & Nolin, J. (2016). Information We Collect: Surveillance and Privacy in the Implementation of Google Apps for Education. <i>European Educational Research Journal</i>, 15(6), 644–663. https://doi.org/10.1177/1474904116654917 • Livingstone, S. (2019). Audiences in an Age of Datafication: Critical Questions for Media Research. <i>Television & New Media</i>, 20(2), 170–183. https://doi.org/10.1177/1527476418811118 • Roberts-Holmes, G., & Bradbury, A. (2016). Governance, accountability and the datafication of early years education in England. <i>British Educational Research Journal</i>, 42(4), 600–613. https://doi.org/10.1002/berj.3221 • Wagner, B., Kettemann, M. C., & Vieth, K. (Eds.). (2019). <i>Research Handbook on Human Rights and Digital Technology: Global Politics, Law and International Relations</i>. Northampton, MA: Edward Elgar Publishing Ltd. 								

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First UVP Approval Date	27 March 2019		
Revision CAP Approval Date		Version	1 Link to Workspace