

MODULE SPECIFICATION

Part 1: Information						
Module Title	Digita	igital Learning Design				
Module Code	UTTO	GVG-30-2	Level	2		
For implementation from	Septe	ember 2019				
UWE Credit Rating	30		ECTS Credit Rating	15		
Faculty	Arts, Creative Industries and Education		Field	Primary Early Childhood and Education Studies		
Department	Educa	Education and Childhood				
Contributes towards	BA(H BA (H BA(H	A(Hons) Education A (Hons) Education with Foundation Year A(Hons) Education (Digital Learning)				
Module type:	Stanc	andard				
Pre-requisites		N/A				
Excluded Combinations		UTTGVJ-30-2 Meeting Diverse Needs				
Co- requisites		N/A				
Module Entry requirements		N/A				

Part 2: Description

This module will introduce a range of techniques, from theoretical contexts of designing learning experiences to the 'doing' and production of digital learning solutions. The module will involve developing knowledge and skillsets into areas such as:

- Pedagogy, learning needs, problems solving
- Multi & digital literacies
- Meeting diverse needs
- Exploring current solutions
- Designing technological solutions
- Mediated learning tools

There will be sessions that intensively explore these themes and associated practical, hands-on, sessions. Students will have the chance to visit contexts that are employing digital learning tools and will also benefit from visiting speakers. Seminars and readings will support students in making links between theories and practices. Students will be encouraged to use/test/play with various technologies. They will be supported by both academic and technical staff to help ensure that learning new digital media tools will be integrated to the pedagogical approach of this module.

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		Part 3:	Assessment				
The assessment will be based on students' digital learning designs created in response to a learning scenario. The final portfolio submission will include an evaluation of the scenario/brief, design process documentation, user guidance, and a critical evaluation of the final learning design with reference to the needs it was designed to meet. Assessment will be supported through self, peer and tutor feedback.							
				Сс	mponent A		
component and elen	ed piece of lasse nent)	essment					
% 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 attend	lance at taught	classes is n	ot required)				
Component A (controlled conditions) Description of each element						Element weighting	
1. Portfolio						100%	
	Part 4	4: Teaching	and Learning	l Methods			
Learning Outcomes	 On successful completion of this module students will be able to: 1. Identify the learner needs and pedagogical considerations in a learning scenario. 2. Conceive learning technology solutions to real world challenges 3. Evaluate approaches to contemporary educational technology design 4. Devise, design, produce and evaluate a digital learning solution which meets a specific educational need/s. 						
Key Information Sets Information							
(KIS)	S) Key Information Set - Module data						
	Number of	Number of credits for this module			3	0	_
	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours		
	300	72	228	0	300		_

Contact Hours	The table below indicates as a percentage the total assessment of the module which constitutes a; 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)				
	Total assessment of the module:				
	Written exam assessment percentage	0%			
	Coursework assessment percentage	100%			
Total Assessment	Practical exam assessment percentage	0%			
		100%			
Reading List	Indicative Reading				
	 Triantafyllou, E., Kofoed, L. B., Purwins, H., & Timcenkollearning design methodology in the flipped classroom appeteachers to reflect and design for learning. <i>Tidsskriftet La (LOM)</i>, 9(15) Wilson, J. D. (2017). Reimagining Disability and Inclusive Universal Design for Learning. <i>Disability Studies Quarter</i> 	, O. (2016). Applying a proach–empowering æ <i>ring og Medier</i> e Education Through r/y, 37(2).			

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First UVP Approv	al Date	27 Marc	h 2019		
Revision CAP Approval Date			Version	1	Link to workspace