

H9TEL: Technology Enhanced Learning

Module Code:	H9TEL
Long Title	Technology Enhanced Learning APPROVED
Title	Technology Enhanced Learning
Module Level:	LEVEL 9
EQF Level:	7
EHEA Level:	Second Cycle
Credits:	10
Module Coordinator:	Michael Goldrick
Module Author:	Stephanie Roe
Departments:	NCI Learning & Teaching
Specifications of the qualifications and experience required of staff	
Learning Outcomes	
<i>On successful completion of this module the learner will be able to:</i>	
#	Learning Outcome Description
LO1	Compare and contrast the different approaches to the way in which technology can be used to enhance learning.
LO2	Analyse and contrast the affordances for learning and the possible constraints in various e-learning, virtual, mobile learning and blended learning settings.
LO3	Assess the quality of a learning environment using appropriate measures and criteria.
LO4	Use pedagogic design to create effective, inclusive instructional artifacts with the appropriate use of learning technologies.
LO5	Critically evaluate standards and best practices in technology-based learning environments.
Dependencies	
Module Recommendations	
67837	H9TEL Technology Enhanced Learning
Co-requisite Modules	
No Co-requisite modules listed	
Entry requirements	

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Module Content & Assessment			
Indicative Content			
Introduction to learning and technologies (10%) • Learning technologies defined • History of learning and technology • Varieties of learning technologies • Benefits of learning technologies			
Learning (Content) Management Systems (5%) • Characteristics and features of an L(C)MS • Core capabilities of an L(C)MS • Comparison of LMS and LCMS			
Standards and e-Learning Components (10%) • Reusable learning objects • Why do e-Learning standards matter? • Evaluating e-Learning tools (using Anstey and Watson, 2018 or similar) • Intracourse navigation and content chunking • SCORM, AICC, Tin Can API, and IMS specifications • Standards and LMS/content interoperability			
Blended Learning (30%) • Definition • Blended Learning Models in Higher Education • Blended Learning Models at the workplace • Tools for the development and delivery of blended learning • Managing students in a blended regime • Future directions and disruptive technologies • Consideration of the latest research results from the college, nationally and internationally			
Learning Technology and Society (10%) • Informal learning • Learning settings: workplace, home, community • Technologies that support social learning in organisations: wikis, blogs, podcasts • Gamification and Game-based learning			
Computer-supported adaptive and collaborative learning (15%) • Types • Web 3.0 technologies • MOOC's • Teacher's role in design and delivery • Scripting collaboration • The role of AI and big data • Good practices in adaptive and collaborative learning			
Mobile Learning (10%) • Types of m-learning • Current technology landscape • Mobile device capabilities. Tablets and other platforms • Benefits and good practice • Pedagogies supported by mobile learning			
Evaluating e-Learning (15%) • Advantages and disadvantages of e-Learning • Kirkpatrick's levels of evaluation • Formative and summative evaluation methods • Criteria for selecting e-Learning systems and course			
Assessment Breakdown			%
Coursework			100.00%
Assessments			
Full Time			
Coursework			
Assessment Type:	Assignment	% of total:	50
Assessment Date:	n/a	Outcome addressed:	1,2,5
Non-Marked:	No		
Assessment Description: Review an existing learning technology			
Assessment Type:	Project	% of total:	50
Assessment Date:	n/a	Outcome addressed:	3,4,5
Non-Marked:	No		
Assessment Description: Creation of a course on a LMS.			
No End of Module Assessment			
No Workplace Assessment			
Part Time			
Coursework			
Assessment Type:	Assignment	% of total:	50
Assessment Date:	n/a	Outcome addressed:	1,2,5
Non-Marked:	No		
Assessment Description: Review an existing learning technology.			
Assessment Type:	Project	% of total:	50
Assessment Date:	n/a	Outcome addressed:	3,4,5
Non-Marked:	No		
Assessment Description: Creation of a course on a LMS.			
No End of Module Assessment			
No Workplace Assessment			
Reassessment Requirement			
Repeat failed items <i>The student must repeat any item failed</i>			
Reassessment Description Students must pass all components of assessment on the module; a component fail leads to a component repeat.			

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Module Workload				
Module Target Workload Hours 0 Hours				
Workload: Full Time				
Workload Type	Workload Description	Hours	Frequency	Average Weekly Learner Workload
Lecture	Lecture	36	Per Semester	3.00
Independent Learning	Independent Learning	214	Per Semester	17.83
Total Weekly Contact Hours				3.00
Workload: Part Time				
Workload Type	Workload Description	Hours	Frequency	Average Weekly Learner Workload
Lecture	Lecture	36	Per Semester	3.00
Independent Learning	Independent Learning	214	Per Semester	17.83
Total Weekly Contact Hours				3.00

Module Resources	
<i>Recommended Book Resources</i>	
Atherton, P. (2018), 50 Ways to Use Technology Enhanced Learning in the Classroom: Practical strategies for teaching, Sage, London. Jon Dron and Terry Anderson. (2014), Teaching Crowds: Learning and Social Media, 1st. AU Press, Athabasca University, Athabasca. Robert M. Gagne. (2005), Principles of Instructional Design, 5th. Wadsworth. PWC (Price Waterhouse Coopers). (2014), Leveraging Technology in Education, PWC.	
<i>Supplementary Book Resources</i>	
Richard Walker, Julie Voce, Joe Nicholls, Elaine Swift, Jebar Ahmed, Sarah Horrigan and Phil Vincent. (2014), Survey of Technology Enhanced Learning for higher education in the UK, 1st. Universities and Colleges Information Systems Association, University of Oxford, Oxford. European Commision. (2013), Survey of Schools: ICT in Education Benchmarking Access, Use and Attitudes to Technology in Europe's Schools.	
<i>Supplementary Article/Paper Resources</i>	
Downes, S. (2010), New technology supporting informal learning. Journal of Emerging Technologies in Web Intelligence,, 2(1), 27-33. Hillen, Stefanie A. Landis, Melodee. (2014), Two Perspectives on E-Learning Design: A Synopsis of a U.S. and a European Analysis, International Review of Research in Open and Distance Learning, 15 n4 Sep 2014, 199-225. Redecker, C. and Punie, Y. (2017), European Framework for the Digital Competence of Educators: DigCompEdu, http://publications.jrc.ec.europa.eu/repository/bitstream/JRC107466/pdf_digcomed_u_a4_final.pdf M. Xenos. The Future of Virtual Classroom: Using Existing Features to Move Beyond Traditional Classroom Limitations. In: Auer, M., Tsiatsos, T. (eds) Interactive Mobile Communication Technologies and Learning, Springer, 725, 944-951, https://doi.org/10.1007/978-3-319-75175-7_92 Lauren M. Anstey & Gavan P.L. Watson. (2018), Rubric for eLearning Tool Evaluation. Centre for Teaching and Learning, Western University, http://creativecommons.org/licenses/by-nc-sa/4.0/	
<i>This module does not have any other resources</i>	
Discussion Note:	