

H7DABL: Digital and Blended Learning

Module Code:	H7DABL
Long Title	Digital and Blended Learning APPROVED
Title	Digital and Blended Learning
Module Level:	LEVEL 7
EQF Level:	6
EHEA Level:	First Cycle
Credits:	10
Module Coordinator:	EDITH RACHEL DOHERTY
Module Author:	Isabela Da Silva
Departments:	School of Business
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	Discuss technological development in learning and development
LO2	Engage with key concepts, models, and frameworks in the field of instructional design and digital learning
LO3	Evaluate and select new and emerging approaches in learning design for the digital environment
LO4	Apply a range of instructional design techniques and perspectives to real world elearning/TEL implementations
LO5	Create engaging digital learning content to meet a range of industry specific purposes.
Dependencies	
Module Recommendations	
No recommendations listed	
Co-requisite Modules	
No Co-requisite modules listed	
Entry requirements	As per programme requirements

H7DABL: Digital and Blended Learning

Module Content & Assessment

Indicative Content

Digital and Blended Learning Landscape
Differentiate learning, digital learning, blended learning and hybrid models Discuss and evaluate current and emerging digital and blended tools and practices in L&D Analysis of the affordances and challenges of digital learning Discuss social and ethical issues associated with technology enhanced learning, in particular digital inclusivity, security and safety

Digital and Blended Learning Pedagogies & Frameworks
Review the major theories of learning and online learning to assess the implications of the use of technology to enhance learning. Balance the benefits and challenges of asynchronous and synchronous learning activities Theories and approaches to learning including: Flipped Learning Community of Inquiry Framework Salmon 5 Stage Model Universal Design for Learning

Learning Design
Review models for elearning design to include: ADDIE, Gagne, and ABC Design interactive learner journeys: learners will design a digital learning object to adhere to Instructional Design principles Implement and evaluate how the design of digital learning objects impacts learner engagement and identified needs.

Digital Learning Toolkit
Identify, evaluate and use applications and tools for supporting and managing online learning. Create digital learning objects for specific purposes through supported learning in the design & development of: Websites/Blogs Ebooks Podcasts Asynchronous online content with Articulate & H5P Animations Screencasting Effectively integrate multimedia: text, images, videos, audio, interactions Locate, evaluate and select Reusable Learning Objects (RLOs) relevant to the subject area specialism. Discuss issues of plagiarism, copyright and intellectual property related to the educational use of web resources.

Teaching online
Create dynamic live presentations with digital tools Apply a range of online facilitation functions and techniques to ensure instructor presence and deliver a dynamic and effective live online learning activity Use of audience response tools to stimulate engagement

Reflection, Assessment and CPD with eportfolio
Define eportfolio pedagogy and practice Explore eportfolio technologies Use eportfolio as both a showcase and reflective space for module learning and assessment, with a focus on commitment to ongoing professional development through: A self assessment of digital and pedagogical skills The generation of a personal development plan including a collated list of resources for information and inspiration

Assessment Breakdown	%
Coursework	100.00%

Assessments

Full Time

Coursework

Assessment Type:	Continuous Assessment	% of total:	100
Assessment Date:	n/a	Outcome addressed:	1,2,3,4,5
Non-Marked:	No		

Assessment Description:
The module will be 100% continuous assessment and learners will develop a portfolio of digital materials. Eportfolios are a learner centred, flexible, and authentic mode of assessment. For this module, learners are required to create an eportfolio of evidence showcasing the development of their digital learning skills. This eportfolio will be the overarching assessment instrument encompassing formative and summative assessments and all artefacts created over the course of the module. To ensure that learners are progressing in the development of their eportfolio, a brief formative work in progress presentation will be scheduled mid-module. Elements of the eportfolio will include:
Reflective blog posts & development plans (formative) Digital learning objects Written report of the rationale for and process of development for the digital learning object. (Word count for written assignment is 1200 words) Any part of any assessment judged to be unsatisfactory will require that the eportfolio is reworked and resubmitted. Learners will be given the opportunity to resubmit the eportfolio however only one re-submission attempt allowed.

No End of Module Assessment

No Workplace Assessment

Reassessment Requirement

Coursework Only
This module is reassessed solely on the basis of re-submitted coursework. There is no repeat written examination.

H7DABL: Digital and Blended Learning

Module Workload				
Module Target Workload Hours 0 Hours				
Workload: Full Time				
<i>Workload Type</i>	<i>Workload Description</i>	<i>Hours</i>	<i>Frequency</i>	<i>Average Weekly Learner Workload</i>
Lecture	Classroom and demonstrations	35	Per Semester	2.92
Independent Learning	Independent learning	215	Per Semester	17.92
Total Weekly Contact Hours				2.92

Module Resources	
<i>Recommended Book Resources</i>	
Pacansky-Brock, M. (2017), Best practices for teaching with emerging technologies, 2nd ed. https://teachingwithemergingtech.com/open-version/ .	
<i>Supplementary Book Resources</i>	
Bonk, C., Khoo, E. (2013), Adding some TEC-Variety, http://tec-variety.com/TEC-Variety_eBook_5-4.pdf .	
Beetham, H., Sharpe, R. (2019), Rethinking Pedagogy for a Digital Age: Principles and Practices of Design.	
<i>This module does not have any article/paper resources</i>	
<i>Other Resources</i>	
<p>[Website], CIPD, https://www.cipd.ie/news-resources</p> <p>[Website], Learning & Development Institute, https://www.landdi.ie/</p> <p>[Website], ALT-J: Research in Learning Technology, http://www.tandfonline.com/</p> <p>[Website], European Journal of Open, Distance and E-Learning (EURODL), http://www.eurodl.org/</p> <p>[Website], Top tools for learning, https://www.toptools4learning.com/</p> <p>[Website], Universal Design for Learning, http://udloncampus.cast.org/page/udl_abo ut</p> <p>[Website], elearningindustry, https://elearningindustry.com/</p>	
Discussion Note:	