

AT909-30 Technology Enhanced Learning - Theory and Application

23/24

Department

Academic Development Centre

Level

Taught Postgraduate Level

Module leader

Jessica Humphreys

Credit value

30

Assessment

100% coursework

Study location

University of Warwick main campus, Coventry

Description

Introductory description

AP909-30 Technology Enhanced Learning - Theory and Application

[Module web page](#)

Module aims

The aims of the module are to:

- support participants to develop a conceptual and practical understanding of technology enhanced learning;
- enhance participants' skills and abilities in the use of technology enhanced learning through design, implementation and evaluation of a teaching and learning project;
- equip participants with a research-based approach to the development of teaching and learning activities, drawing on relevant theoretical frameworks;
- support participants to adopt reflective, open and positive attitudes towards opportunities for continuing professional development in which they can identify and work towards their own professional goals;
- identify and evaluation approaches for embedding technology enhanced learning effectively into a wide range of learning activities (including assessment and feedback) across the institution, and to evaluate and disseminate the outcomes of these interventions;

- enhance participants' knowledge and understanding of the Advance HE Professional Standards Framework (PSF), enabling participants to align their practice to descriptor 2 and achieve Fellowship (FHEA).

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

The general themes that will be covered include pedagogic theory and application of technology enhanced learning. The course is research led and therefore participants will also be able to develop their research methods. The online element will provide an insight into topics that will help to provide some further wider context to the projects that are undertaken.

Learning outcomes

By the end of the module, students should be able to:

- 1. Conducted a review of technology in learning and teaching showing an informed awareness of current debates and issues around technology enhanced learning in higher education, including how accessibility and inclusivity underpin academic and/or professional practice. (A1, A5, K2, K4, V1, V2, V2, V4)
- 2. Critically analysed opportunities and constraints in using technology to support learning, showing an awareness of ideas and theories around effective pedagogical application of technology enhanced learning. (A1, A4, K1*, K2, K3, K4, V1, V3)
- 3. Designed a learning resource or learning activity integrating appropriate information and/or communications technology. (A1, K1*, K2, K4, V1, V2 V3)
- 4. Planned and implemented a strategy to incorporate a learning resource or activity (using appropriate technology) in your teaching. (A1, A3, A4, K2, K4, V1, V2, V3)
- 5. Reviewed the role of assessment and feedback and include this element in the plan and design of the TEL project. (A1, A2, A3, K4, V1, V2)
- 6. Evaluated a technology enhanced learning intervention, its impact and your own performance with consideration of the existing evidence base. (A3, A4, A5, K2, K4, K5, K6, V3, V4)
- 7. Engaged in reflective dialogue with colleagues and disseminated your project findings. (A5, K1*, K2, K4, V1, V2, V3, V4)
- 8. Reviewed, planned and undertaken appropriate actions related to your own continuing professional development. (A5, K2, K4, K5, V3, V4)
- 9. Demonstrate clear and effective written and online communication skills, and align your practice to descriptor 2 of the PSF. (All elements of the dimensions of practice)

Indicative reading list

- Beetham, H. & Sharpe, R. (2007) Rethinking pedagogy for a digital age. London; New York: Routledge. (E-book)
- de Freitas, S. & Jameson, J. (2012) The e-learning reader. London; New York: Continuum.
- Ferrell, G. Smith, R. & Knight, S. (2018) Designing learning and assessment in a digital age.

London: JISC (Online resource)

- Salmon, G. (2011) E-moderating: the key to teaching and learning online. London: Kogan Page. (E-book)
- Selwyn, N. (2017) Education and technology: key issues and debates. London: Continuum.
- Weller, M. (2011). The digital scholar: how technology is changing scholarly practice. London: Bloomsbury.

[View reading list on Talis Aspire](#)

Research element

There is an element of research within this module as students are producers and will develop their own project providing a sound evidence base for the approaches undertaken.

Interdisciplinary

Participants will be staff from across different disciplines at Warwick. There will be an opportunity to share experiences around technology enhanced learning with each other and discuss different approaches to technology enhanced learning across the institution.

Subject specific skills

Increased understanding of digital pedagogy and the development of a project through a design thinking process. This is a project based course that focuses on the development of a technology enhanced learning intervention from the initial concept, through to planning, creation, implementation, evaluation and dissemination. There will be an opportunity to explore current educational theory and consider the role of technology within the student's own individual context.

Transferable skills

This course focuses on the development of a work-based project and there is scope to develop project management experience, co-design and collaboration with colleagues from across the institution.

Study

Study time

Type	Required	Optional
Seminars	8 sessions of 1 hour (16%)	1 session of 1 hour
Tutorials	6 sessions of 1 hour (12%)	3 sessions of 1 hour
Project supervision	3 sessions of 1 hour (6%)	2 sessions of 1 hour
Total	50 hours	

Type	Required	Optional
Work-based learning	15 sessions of 1 hour (30%)	
Online learning (scheduled sessions)	6 sessions of 1 hour (12%)	3 sessions of 2 hours
Online learning (independent)	6 sessions of 2 hours (24%)	
Total	50 hours	

Private study description

Private Study 250 hours - this will be the development of a work-based project from initial concept through to the design, implementation, evaluation and dissemination of a technology enhanced intervention. There will also be an element of research to consider the scholarly literature to support the rationale and development of the project and to consider when analysing the evaluation. This time will also be for the development of different components of assessment and to consider how to develop the project further in the future.

Costs

No further costs have been identified for this module.

Assessment

You must pass all assessment components to pass the module.

Assessment group A1

	Weighting	Study time
Presentation	70%	
Presentation (20 mins) to peers – based on the project that has been undertaken as part of the course participants will be asked to present to peers their planning, implementation, evaluation and critical analysis of the project. There will then be a 10 minute discussion - this will be an opportunity for peers to ask questions and provide some feedback on where the project could go next. Two examiners will be present in the room to assess that the core assessment criteria is met.		
Reflective Account	30%	
Reflective account (1500 words) – participants will be asked to submit a reflective overview on their experiences with the project. This submission will be several weeks after the assessed presentation. The focus of this piece of work will be on professional values. For example consideration of inclusive approaches and encouragement of participation in HE. Engagement with the literature will provide a wider context in which the project is based.		

Feedback on assessment

There will be a formative piece of assessment that participants will have to complete early on in the course. This will be in the format of a project plan or storyboard, demonstrating the rationale and design of the project. The submission will be via Moodle. Participants will need to engage with the scholarly literature and feedback will be provided to inform the development of the project and for future assessed pieces of work. In addition formative feedback will be provided throughout the course. This will include verbal and written feedback through discussions, online activities, tutorials and action learning sets.

Availability

Courses

This module is Core for:

- TAPS-X5PD Postgraduate Award in Technology Enhanced Learning (Theory and Application)
 - Year 1 of X5PD Technology Enhanced Learning (Theory and Application)
 - Year 2 of X5PD Technology Enhanced Learning (Theory and Application)