

AT912-30 Digital Education: innovation, people and practice

24/25

Department

Academic Development Centre

Level

Taught Postgraduate Level

Module leader

Charlotte Stevens

Credit value

30

Module duration

28 weeks

Assessment

100% coursework

Study locations

University of Warwick main campus, Coventry Primary

Distance or Online Delivery

Description

Introductory description

This module will provide a theoretical understanding of current debates, challenges and opportunities in digital education from a technological, human and educational perspective. It is designed to provide an essential theoretical foundation for technological innovation. Participants will be encouraged to explore and interrogate their own relationship with the digital and how it intersects with their role in supporting teaching and learning, based on their own experience.

The module will be delivered via a blended learning approach, modelling a range of possibilities for digital education, and will encourage participants to reflect on their authentic experience as students and users of technology. It is underpinned by the notion of compassionate pedagogy (Hao, 2011), less driven by curriculum content and more concerned with learning processes and experiences. Participants will be encouraged to partner with us - as module leaders - to explore, honestly, approaches that work; in turn, we will maintain a commitment to adapt or change approaches that don't work.

This module is for Warwick staff in teaching and student experience roles who have an interest in digital education, past, present and future. Priority will be given to those colleagues with an immediate need. We appreciate that staff will be from different backgrounds and will come to this

module with different levels of expertise in relation to digital education. We understand that this may mean some participants will have to unlearn what they already know; others may feel they have to learn very quickly. Colleagues are invited to join with an open mind and leave their assumptions at the door, and to work collaboratively with module leaders and with peers.

[Module web page](#)

Module aims

This module aims to enhance colleagues' theoretical and pedagogical knowledge of digital education, both professionally and personally. It invites participants to engage with peers in current debates, policies, challenges and opportunities in relation to higher education. Participants will be encouraged to interrogate the student digital learning experience from different perspectives, as well as immerse themselves in blended learning, and experiment with a range of digital tools, whilst maintaining a particular focus on wellbeing, and compassionate and inclusive pedagogies. They will also be encouraged to consider their contribution to disciplinary, departmental and/or institutional imperatives around digital education, empowering them to question or disrupt, and evaluate the quality and effectiveness of pervasive practices, ultimately leading to enhancement or change.

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.

Situated within current debates within the sector, the module will provide a theory, evidence and practice-based exploration of the following themes, containing the following indicative content:

Theme 1: Human relationships with technology

Topics: Identity, inclusivity; wellbeing; digital presence; communication; Internet of things; ethics; GenAI/HI; VR/AR; digital skills.

Theme 2: Journeys with technology

Topics: History and future of learning technology; horizon-scanning; sustainability; policy; enablers and disruptors; and international perspectives.

Theme 3: Technology to support learning and development

Topics: Digital communities; pedagogy; blended learning experiences; retention and success; personalised learning; institutional patterns and approaches.

Learning outcomes

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

- i) Critically explore a range of sources and perspectives on digital education and digital innovation, identifying challenges and opportunities, relevant to your context.
- ii) Apply theoretical and pedagogical knowledge of digital education in relation to your own practice and other contexts effectively and ethically.

- iii) Reflect (with peers) the past, present and future, in relation to digital higher education, identifying key initiatives and pedagogical framings, whilst also having an understanding and appreciation of institutional decision-making.
- iv) Explore a range of digital tools appropriately, ethically, and reflectively considering their efficacy within teaching and student support contexts, whilst developing an openness and resilience to personal risk-taking.
- v) Examine how 'the digital' intersects with personal and educational contexts and how it impacts upon learning, with specific reference to accessibility, engagement, inclusion and wellbeing.
- vi) Critically evaluate digital approaches relevant to your own context, advocating for effectiveness and change, based on robust, evidence-informed decision-making, with the student experience at heart.

Indicative reading list

Amrane-Cooper, L., Baume, D., Brown, S. Hatzipanagos, S., Powell, P., Sherman, S. & Tait, A. (2023). *Online and Distance Education for a Connected World*. UCL Press.

Bates, A.W. (2019). *Teaching in a Digital Age*. Available at:
<https://pressbooks.bccampus.ca/teachinginadigitalagev2/>

Beetham, H. and Sharpe, R. (2020). *Rethinking pedagogy for a digital age: principles and practices of design*. New York: Routledge.

Bearman, M., Dawson, P., Ajjawi, R., Tai, J., & Boud, D. (2020). *Re-imagining university assessment in a digital world*. Switzerland: Springer.

Bearman, M., Nieminen, J. H., & Ajjawi, R. (2022). Designing assessment in a digital world: an organising framework. *Assessment & Evaluation in Higher Education*, 48(3), 291–304.
<https://doi.org/10.1080/02602938.2022.2069674>

Bećirović, S. (2023). *Digital pedagogy: the use of digital technologies in contemporary education*. SpringerBriefs.

Bower, M. (2017). *Design of Technology-Enhanced Learning: Integrating Research and Practice*. Bingley: Emerald.

Daniela, L. (ed.) (2022). *Inclusive Digital Education*. Springer.

Fawns, T. (2022). An Entangled Pedagogy: Looking Beyond the Pedagogy—Technology Dichotomy. *Postdigit Sci Educ* 4, 711–728. <https://0-doi-org.pugwash.lib.warwick.ac.uk/10.1007/s42438-022-00302-7>

Fawns, T., Aitken, G., & Jones, D. (Eds.). (2021). *Online Postgraduate Education in a Postdigital World: Beyond Technology*. Cham: Springer.

Flavin, M. (2017). *Disruptive technology enhanced learning: the use and misuse of digital technologies in higher education*. Palgrave.

JISC. (2023). *Student digital experience insights survey 2022/23*

<https://repository.jisc.ac.uk/9224/1/DEI-2023-student-he-report.pdf>

Köseoglu, S., Veletsianos, G. & Rowell, C. (eds.) (2023). Critical Digital Pedagogy in Higher Education. Athabasca University Press, 2023.

<https://ebookcentral.proquest.com/lib/WARW/detail.action?docID=30352987>.

Nichols, M. (2020). Transforming universities with digital distance education: the future of formal learning. Routledge.

Pal, S., Ton, Q.C. & Nehru, R.S.S. (2021). Digital Education Pedagogy: Principles and Paradigms. Apple Academic Press.

Sharpe, R., Bennett S., Varga-Atkins, T. (eds.) (2022). Handbook of Digital Higher Education. Cheltenham: Elgar.

Stommel, J., Friend, C. & Morris, S.M. (eds.). (2020). Critical Digital Pedagogy: A Collection. Hybrid Pedagogy Inc.

Tai, J., Ajjawi, R., Bearman, M., Boud, D., Dawson, P., & Jorre de St Jorre, T. (2022). Assessment for inclusion: rethinking contemporary strategies in assessment design. Higher Education Research & Development, 42(2), 483–497. <https://0-doi-org.pugwash.lib.warwick.ac.uk/10.1080/07294360.2022.2057451>

Research element

Exploration of sector-relevant sources and pedagogical literature will inform reflective practice and assessment. Participants will be required to search and evaluate the quality of literature to inform critical perspectives (discovery learning).

Interdisciplinary

Participants may work in partnership with colleagues from diverse disciplines, from academic and professional services roles. There will also be opportunities to synthesise teaching and learning in subject area with a digital focus. Materials will be interdisciplinary in nature, encompassing technology, psychology, sociology, law and other subjects.

International

The participants may work collaboratively with international colleagues and the module will provide international perspective through examples and case studies from across the globe, with a specific focus on digital education in the global south.

Subject specific skills

Digital Literacy; Critical Thinking; Information Literacy; Ethical Values; Communication; Self Awareness.

Transferable skills

Problem-solving; Collaborating working; Research; Critical evaluation. Writing skills.

Study

Study time

Type	Required
Seminars	3 sessions of 3 hours (3%)
Tutorials	2 sessions of 1 hour (1%)
Online learning (scheduled sessions)	3 sessions of 2 hours (2%)
Online learning (independent)	60 sessions of 1 hour (20%)
Private study	23 hours (8%)
Assessment	200 hours (67%)
Total	300 hours

Private study description

Independent learning/research

Costs

No further costs have been identified for this module.

Assessment

You must pass all assessment components to pass the module.

Assessment group A

Assessment component	Weighting	Study time	Eligible for self-certification
Blogpost or opinion piece	40%	80 hours	No
Develop a blogpost or opinion piece for WONKHE or similar audience which addresses challenges and opportunities in relation to the future of technology in relation to teaching and/or the student learning experience in higher education.			

Weighting

Study time

Eligible for self-certification

Reassessment component is the same

Assessment component

Evaluative inquiry in digital education

60%

120 hours

No

Select a specific area of practice related to the digital experience of students in your department, division or group. Carry out an evaluative inquiry, explaining why this was a point of interest or imperative, how you explored it and what outcome you aim to achieve. You should connect your ideas meaningfully to departmental and/or institutional policy and practice, and suggest tangible changes, improvements or developments, with a sound base of evidence in support.

There is a choice of digital format for this assessment, with academic equivalence, with an accompanying 1000 word reflective commentary.

Reassessment component is the same

Feedback on assessment

Written feedback

Availability

There is currently no information about the courses for which this module is core or optional.