MD969-20 Learning Technologies in Healthcare Education

26/27

Department
Warwick Medical School
Level
Taught Postgraduate Level
Module leader
David Davies
Credit value
20
Module duration
20 weeks
Assessment
100% coursework
Study location
University of Warwick main campus, Coventry

Description

Introductory description

Students will gain an in depth and critical understanding through practical experience of the potential for taking a learning technologies approach in healthcare education. Learning technologies are new approaches to enhancing teaching & learning and might include e-learning, simulation, AI, the use of digital media and social networking, and technology in the classroom including interactive whiteboards and audience response systems. Students will not need to have any particular technical skills other than a willingness to explore new approaches in their teaching practice.

Module web page

Module aims

This module aims to give students an in depth and critical understanding of the potential for taking a learning technologies approach in a unit of teaching. The main aims are to give the learner:

1. A broad conceptual and experiential understanding of the application of learning technologies in teaching, learning and assessment with specific reference to healthcare.

2. Capability to develop and evaluate learning & teaching that involves learning technologies.

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.

Foundations of learning technologies in healthcare education: pedagogical frameworks, curriculum integration, and implementation strategies.
Contemporary learning technologies in healthcare education: selection, evaluation, and application.
Needs assessment and learner-centered design for healthcare technology integration.
Digital content development: accessibility, usability, and multimedia principles.
Open educational resources and sharing frameworks in healthcare education.
Social learning, communities of practice, and collaborative approaches in digital environments.
Ethical considerations: patient consent, confidentiality, and intellectual property in healthcare education resources.
Project management and change implementation for educational technology initiatives.
Evidence-based evaluation methodologies for learning technology interventions.
E-facilitation and engagement strategies for synchronous and asynchronous learning.
Reflective practice and professional development in educational technology.

Learning outcomes

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

- Critically analyse opportunities and constraints when using learning technologies in healthcare education, demonstrating a clear understanding of educational theories and evidence when selecting and justifying approaches.
- Plan, design, and develop an effective and pedagogically informed learning technology resource or activity that addresses a specific healthcare education need.
- Demonstrate appropriate skills in evaluating or developing a structured evaluation plan for assessing the effectiveness and impact of learning technology interventions.
- Demonstrate clear and effective communication skills in written and digital media relevant to learning technologies.
- Reflect critically on personal learning, professional development, and transferable skills acquired through the design, implementation, and evaluation of learning technology initiatives.

Indicative reading list

Reading lists can be found in Talis

Specific reading list for the module

Subject specific skills

Critical analysis and evaluation of learning technologies in healthcare education contexts
Application of educational theories to technology-enhanced learning design
Development of digital learning resources tailored to healthcare education needs
Design and implementation of structured evaluation frameworks for learning technologies
Critical appraisal of educational technology literature and research

Transferable skills

Digital literacy and technological competence across multiple platforms
Project planning, management and implementation
Critical thinking and problem-solving in educational design
Effective written and digital communication
Evaluation methodology

Study

Study time

Type	Required	Optional
Seminars	6 sessions of 1 hour (3%)	
Project supervision	(0%)	3 sessions of 30 minutes
Supervised practical classes	2 sessions of 2 hours 30 minutes (2%)	
Online learning (scheduled sessions)	3 sessions of 3 hours (4%)	
Private study	140 hours (70%)	
Assessment	40 hours (20%)	
Total	200 hours	

Private study description

Planning and production of learning technology activity or resource accompanied by reading of the relevant literature relevant to chosen approach.

Costs

No further costs have been identified for this module.

Assessment

You do not need to pass all assessment components to pass the module.

Students can register for this module without taking any assessment.

Assessment group A3

	Weighting	Study time	Eligible for self-certification
Assessment component			
Learning Technology Activity or Resource	50%	20 hours	Yes (extension)

Final submission of the completed learning technology activity or resource. This should be in the Moodle space provided for this purpose during the module or other suitable delivery platform by prior agreement with the module leads. Word count is indicative of equivalent effort.

Reassessment component is the same

Assessment component			
Written Report	50%	20 hours	Yes (extension)

This assessment has three components: 1. This component should demonstrate theoretical understanding and application to practice (1,000 words). Students should: Identify and analyse 2-3 relevant learning theories/frameworks that informed their design and explain how these theories specifically influenced key design decisions in their resource Analyse how their technological choices support their pedagogical aims including usability and accessibility considerations How the resource supports and assesses learning Critically discuss the strengths and limitations of their chosen approach Reference relevant literature that supports their design decisions 2. Students should present results from an actual evaluation or design a detailed plan for evaluation of their activity or resources (500 words). 3. A structured reflection on the development process, personal learning, and transferrable skills gained for future practice (500 words).

Reassessment component is the same

Feedback on assessment

Written feedback will be provided in line with standard WMS PGT assessment criteria

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Availability

Courses

This module is Optional for:

- Year 1 of TPCS-B9XD Masters in Medical Education