

Teaching and Learning with technology – EDUC66091

GENERAL INFORMATION

Title	Teaching and Learning with technology
Unit code	EDUC66091
Credit rating	15
Level	7
Contact hours	Face-to-face seminar = 6, Online seminars = 4, Online material = 70
Other Scheduled teaching and learning activities*	4 tutorials, 36 hours private study and assignment preparation, 20 hours directed reading, 10 hours practical work
Pre-requisite units	None
Co-requisite units	None
School responsible	SEED
Members of staff responsible	Gary Motteram, Ian Hutt, Ian Miller, Helen Perkins, Linda Irish
ECTS**	7.5
Notional hours of Learning***	150

AIMS

This course unit aims to develop the participants' knowledge and skills in the use of digital technologies in higher education.

BRIEF DESCRIPTION OF THE UNIT

The course unit will develop knowledge of the history and current uses of technology to support teaching in higher education. It will explore a number of developments and terminology looking at online, blended and mobile learning. It will frame this against our understanding of both face-to-face and distance learning. It will explore methodology and pedagogies that have been suggested to have a particular relevance to online practices and consider the role of context, content, activities and modes of delivery. It will look at moves away from the transmission of ideas to practices that construct knowledge and consider autonomy and independence. It will also consider the nature of the digital generation and their expectations about how they should learn. It will look at how online materials are created and the decision making process for choosing how to create learning opportunities. It will make use of the Humanities e-Learning Development model as a process approach to the development of courseware and review a number of different digital technologies considering their applicability for teaching and learning.

INTENDED LEARNING OUTCOMES

On completion of this unit successful students will:
Be able to demonstrate their understanding of the ways that digital technology is used in blended, online, distance and mobile learning in higher education
Be able to discuss the strengths and weaknesses of range of digital technologies used to support teaching and learning
Show how different pedagogical approaches can be realised using digital technologies and explain why the approach taken would be suitable
Have developed practical skills in the design and development of digital teaching and learning materials

LEARNING AND TEACHING PROCESSES (INCLUDING THE USE OF E-LEARNING)

The course unit will make use of both face-to-face sessions and online materials. The face-to-face sessions will consist primarily of seminars and workshops with an underpinning of a problem-based methodology. The online materials will present ideas in various formats including texts, audio and video with interactive exercises to encourage engagement. While most of the online activity will be asynchronous, there will be opportunities to meet online synchronously. The participants will be encouraged to engage in discussions and debates, present ideas and to design and develop materials that they will share with the rest of the course unit participants.

ASSESSMENT (INCLUDING FORMATIVE ASSESSMENT, E-ASSESSMENT, and INFORMATION ABOUT FEEDBACK)

Assessment task	Length	How and when feedback is provided	Weighting within unit (if relevant)
Short essay	1,000 words	Within 15 working days of submissions	30%
Software review	5 min video	Within 15 working days of submissions	20%
Project proposal (group project)	Equivalent to 1,500 words	Within 15 working days of submissions	50%

INDICATIVE READING LIST

Anderson, T. (2016). Theories for learning with emerging technologies. In G. Veletsianos, (Ed.) *Emergence and innovation in digital technologies*. Chapter 3. Edmonton: Athabasca University Press. (Available as a Google book)

Bates, A. W. (2015) *Teaching in a digital age: Guidelines for designing teaching and learning*.

<https://opentextbc.ca/teachinginadigitalage/>

Cleveland-Innes, M. and Garrison, D. R. (2010). *Introduction to distance education: An understanding of teaching and learning in a new era*. London: Routledge.

Collis, B. & J. Moonen. (2001) *Flexible Learning in a Digital World: Experiences and Expectations*. London: Routledge

Garrison, D. R. & T. Anderson. (2003) *E-Learning in the 21st Century: A Framework for Research and Practice*. London: Routledge Falmer.

Kear, K. (2011). *Online and social networking: A best practice guide for educators*. London Routledge.

Laurillard, D. (2002). *Rethinking university teaching: A conversational framework for the effective use of learning technologies*, London: Routledge. (A useful read if you have not come across this in other units).

Philips, R., McNaught, C. and Kennedy, G. (2012). *Evaluating e-learning*. London: Routledge.

Salmon, G. (2012 -- 3rd edition) *E-moderating: the Key to Teaching and Learning Online*. London: Kogan Page (earlier editions will be useful)

Simpson, O. (2000). *Supporting students in open and distance learning* London: Kogan Page.

Thorne, K. (2003). *Blended learning: How to integrate online & traditional learning*. London: Kogan Page.

Weller, M. (2003). *Delivering learning on the net: The why, what & how of online education*. London: Taylor Francis.