

**Module Details**

<b>Full Title:</b>	Enhancing Learning through Technology		
<b>Module Code:</b>	53662	<b>Duration:</b>	1 Semester
<b>Credits:</b>	15		
<b>NFQ Level:</b>	9		
<b>Field of Study:</b>	Teacher Training & Education Science		
<b>Valid From:</b>	Semester 1 - 2014/15 ( September 2014 )		
<b>Module Delivered in</b>	3 programme(s)		
<b>Module Coordinator:</b>	Moirá Maguire		
<b>Module Author:</b>	Gerry Gallagher		
<b>Module Description:</b>	<p>At a time when technology is providing increased opportunities for flexible learning, it is imperative that teachers develop their technological competence allowing them develop their curricula in flexible and creative ways, so as to render learning more accessible and therefore more student-centred. This module will develop the e-learning expertise of participants while affording opportunities for them to appraise new developments in e-learning practices. The aim of the module is to provide participants with an understanding of appropriate theory, technologies and tools to enable them create student-centred online resources and activities which can supplement face-to-face delivery or can be delivered in a blended learning environment. The emphasis will be on linking theory and practice through engagement with and appraisal of a range of teaching tools and technologies.</p>		

**Learning Outcomes:**

*On successful completion of this module the learner should be able to*

1. Evaluate current practice in technology-enhanced learning.
2. Appraise the use of online learning in the context of student-centred learning.
3. Design a range of flexible online learning activities.
4. Implement and monitor the use of these activities (e-tivities) in the classroom.
5. Integrate theory and practice in the effective deployment of technology-enhanced and blended learning.

**Pre-requisite learning**

**Module Recommendations**

*This is prior learning (or a practical skill) that is strongly recommended before enrolment in this module. You may enrol in this module if you have not acquired the recommended learning but you will have considerable difficulty in passing (i.e. achieving the learning outcomes of the module). While the prior learning is expressed as named DkIT module(s) it also allows for learning (in another module or modules) which is equivalent to the learning specified in the named module(s).*

53662	53665	Student-centred Learning and Teaching: Models and Strategies
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**Incompatible Modules**

*These are modules which have learning outcomes that are too similar to the learning outcomes of this module. You may not earn additional credit for the same learning and therefore you may not enrol in this module if you have successfully completed any modules in the incompatible list.*

No incompatible modules listed

**Co-requisite Modules**

No Co-requisite modules listed

**Module Content & Assessment**

Indicative Content	%
<b>Technology-enhanced learning</b> Technology-enhanced learning continuum; definitions and terms.	0.00%
<b>Designing for Technology-Enhanced and Blended Learning</b> Models, principles and activities.	0.00%
<b>Student-centred models of Technology-Enhanced Learning</b> Principles and practices to facilitate student-centred learning. Constructive alignment. Bloom's taxonomy. Constructivist approaches.	0.00%
<b>Designing learning activities</b> Using technology tools to provide a variety of challenges and interactions for learners to enhance participation and learning.	0.00%
<b>E-moderating</b> Practices and challenges of moderating online interactions to facilitate learning.	0.00%
<b>Student interaction and collaboration and communication</b> Tools and practices for facilitating interaction and collaboration in the classroom and online.	0.00%
<b>E-assessment and feedback</b> Principles, methods and tools for assessing and providing feedback to learners.	0.00%
<b>Evaluating e-learning</b> Guidelines and resources for student-centred evaluation.	0.00%
<b>Using the Virtual Learning Environment</b> Creating content resources; Assignments; Quizzes; Groups. Asynchronous Tools: Forums, Wikis, Blogs. Synchronous tools: Chat, Webinar	0.00%

Assessment Breakdown	%
Course Work	100.00%

**Full Time**

Course Work							
Assessment Type	Assessment Description	Outcome addressed	% of total	Marks Out Of	Pass Marks	Assessment Date	Duration
Portfolio	Participants will be required to produce a critically reflective portfolio which will be developed incrementally over the duration of the module and will require participants to plan, design, implement and evaluate an e-learning initiative in the context of their own work and to re-design and evaluate a module to be delivered in blended mode.	1,2,3,4,5	100.00	0	0	Sem 2 End	0

No End of Module Formal Examination

**DKIT reserves the right to alter the nature and timings of assessment**

**Module Workload & Resources**

This course has no Full Time workload.

**Workload: Part Time**

Workload Type	Workload Description	Hours	Frequency	Average Weekly Learner Workload
Lecturer Supervised Learning	Blended Learning. Face-to-face sessions will take an active workshop approach, integrating instructional principles and good practice with practical application of e-learning tools and technologies. These will be supplemented with 1:1 tutorial support. Online resources and activities will extend critical thinking and evaluation.	36.00	Once per semester	2.40
Practical	Practice-based learning and reflection	96.00	Once per semester	6.40
Directed Reading	No Description	64.00	Once per semester	4.27
Independent Study	No Description	104.00	Once per semester	6.93
Total Weekly Learner Workload				20.00
Total Weekly Contact Hours				8.80

**Resources**

*Recommended Book Resources*

Salmon, G. 2013, *E-tivities: the key to active online learning*, 2nd Ed., Routledge London [ISBN: 9780415881760]

Salmon, G. 2011, *E-moderating: the key to teaching and learning online*, 3rd Ed., Routledge London [ISBN: 978041588174]

*Supplementary Book Resources*

## Resources

### Recommended Book Resources

Vaughan, N.D., Cleveland-Innes, M. and Garrison, D.R. 2014, *Teaching in Blended Learning Environments: Creating and Sustaining Communities of Inquiry*, Au Press Edmonton [ISBN: 9781927356470]

Beetham, H and Sharpe, R 2013, *Rethinking Pedagogy for a Digital Age: Designing for 21st Century Learning*, 2nd Ed., Routledge London [ISBN: 9780415539975]

Selwyn, N. 2011, *Education and Technology: Key Issues and Debates*, Continuum Publishing Corporation New York [ISBN: 9781441150363]

Harasim, L. 2011, *Learning Theory and Online Technology: How New Technologies Transform Learning*, Routledge London [ISBN: 9780415999762]

Boettcher, J. and Conrad, R. 2010, *The Online Teaching Survival Guide: Simple and Practical Pedagogical Tips*, Jossey Bass San Francisco [ISBN: 9780470423530]

Ko, S. and Rossen, S. 2010, *Teaching Online: A Practical Guide*, 3rd Ed., Routledge London [ISBN: 9780415997263]

Sharpe, R., Beetham, H. and DeFreitas, S. 2010, *Rethinking Learning for a Digital Age: How Learners are Shaping Their Own Experiences*, Routledge London [ISBN: 9780415875431]

Branch, R.M. 2009, *Instructional Design: The ADDIE Approach*, Springer-Verlag New York [ISBN: 9780387095059]

Bach, S., Haynes, P. and Lewis Smith, J. 2007, *Online Learning and Teaching in Higher Education*, Open University Press Maidenhead [ISBN: 978033521829]

Cole, J. and Foster, H. 2007, *Using Moodle: Teaching with the Popular Open Source Course Management System*, 2nd Edition Ed., O'Reilly Media Sebastopol [ISBN: 978059652918]

Garrison, D.R. and Vaughan, N.D. 2007, *Blended Learning in Higher Education: Framework, Principles, and Guidelines*, John Wiley & Sons New York [ISBN: 9780787987701]

Rice, W. 2007, *Moodle Teaching Techniques*, Packt Publishing Limited Birmingham [ISBN: 9781847192844]

Lewis, R. and Whitlock, Q. 2003, *How to plan and manage an e-learning programme*, Gower Aldershot [ISBN: 9780566084249]

*This module does not have any article/paper resources*

### Other Resources

## Resources

### Recommended Book Resources

**Website: JISC**

<http://www.jisc.ac.uk/publications>

**Website: Staffordshire University - Best Practice Models for e-Learning**

<http://learning.staffs.ac.uk/bestpracticemodels/>

**Website: Faculty Focus**

<http://www.facultyfocus.com/>

**Online Course: Ragan, L. Best Practices in Online Teaching**

<http://cnx.org/content/col10453/1.2>

**Website: Australasian Society for Computers in Learning in Tertiary Education (Ascilite)**

<http://www.ascilite.org.au/>

**Website: Transforming Assessment**

<http://www.transformingassessment.com/>

**Website: Teach 100 Education Blogs**

<http://teach.com/teach100>

**Website: Irish Learning Technology Association (ILTA)**

<http://ilta.ie/>

**Website: Journal of Online Learning and Teaching (JOLT)**

<http://jolt.merlot.org/>

**Website: Electronic Journal of e-Learning**

<http://ElectronicJournalofe-Learning>

**Website: JISC Learner-centred evaluation**

<http://www.jisc.ac.uk/whatwedo/programmes/elearningcapital/evaluation/learnerevaluation.aspx>

**Website: Learning and Development Centre, University of Warwick Evaluating e-Learning**

<http://www2.warwick.ac.uk/services/ldc/resources/evaluation/elearning/>

**Website: University of Central Florida Blended Learning Toolkit: Evaluation Resources**

<http://blended.online.ucf.edu/evaluation-resources/>

**Website: California State University Chico Rubric for Online Instruction**

<http://www.csuchico.edu/roi/chicofaculty/usingtherubric.shtml>

## Module Delivered in

Programme Code	Programme Title
691	Certificate in Learning and Teaching (Approved)
638	Master of Arts in Learning and Teaching (Approved)
690	Postgraduate Diploma of Arts in Learning and Teaching (Approved)