MODULE SPECIFICATION

**SECTION 1: MODULE SPECIFICATIONS**

1. Title of the module

Technology in the Academic Environment (UN815 – UELT8150)

1. School or partner institution which will be responsible for management of the module

CSHE/UELT

1. Start date of the module

September 2008, revised version start date September 2015

1. The number of students expected to take the module

15 (Capped)

1. Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal

None: this is a revision of an existing module

1. The level of the module

Postgraduate [M])

1. The number of credits and the ECTS value which the module represents

15 (7.5 ECTS)

1. Which term(s) the module is to be taught in (or other teaching pattern)

Autumn & Spring (two occurrences per year)

1. Prerequisite and co-requisite modules

Participants should normally have undertaken, or have been exempted from the core PGCHE modules, or should demonstrate the equivalent attainment. Those wishing to take this module must also have basic ICT skills suitable for higher education work, including familiarity with the designer role in the adopted VLE.

1. The programmes of study to which the module contributes

PGCHE/PGDip/MA in HE

1. The intended subject specific learning outcomes

At the end of the module, successful participants will be able to:

* 1. Reflect upon their previous experiences of technology and how this underpins their pedagogic beliefs about technology use within higher education. (supports PGCHE A1-7, D1. UKPSF A2, A5, K4).
  2. Evaluate critically current research and scholarship on technology in the academic and the wider environment (supports PGCHE A1-7, B2, C3. UKPSF A2, A5, K4).
  3. Evaluate critically different technologies available for uses in the higher education context (supports PGCHE A1-7, B2, C3, C5, C7. UKPSF A2, A5, K4).
  4. Apply to their practice their developed understandings of how, as appropriate, teaching and other aspects of academic work can be enhanced by technology (supports PGCHE B1, C1-5, C7. UKPSF A2, A5, K4).

1. The intended generic learning outcomes

At the end of the module, successful participants will have developed a systematic and critical understanding of the implications of incorporating and using new technologies in learning and teaching and the academic environment. And they will be able to reflect critically upon their own practice and plan for their future needs and continuing professional development as a teacher, researcher or learning support worker (supports PGCHE A1-7, B1, B2, C1-5, C7, D1-4. UKPSF A2, A5, K4).

1. A synopsis of the curriculum

This module provides participants with an overview of the field of Learning Technologies and offers an opportunity for experience of various technologies from the points of view of the student, tutor and other HE staff. Participants will analyse and discuss pedagogical principles which underpin possible uses of new technologies and the implications variously on learning and teaching, research and administration, in terms of staff development and student support. Indicative topics are: modes of pedagogy (e.g. the spectrum of pure face-to-face through blended learning, or combined mode, to computer-mediated distance learning) and assessment, including tools such as quizzes, personal response systems and other mobile devices; modes of computer-mediated communication (e.g. one-to-one, one-to-many, many-to-many); technology in society and diffusion of innovations. This module does not consider new technology for its own sake nor does it focus upon technical specifications.

1. Indicative Reading List

Conole, Gráinne & Oliver, Martin (ed.) (2007) Contemporary perspectives in e-learning research : themes, methods and impact on practice, Routledge.

Dreyfus, Hubert L. (2001) On the Internet, London: Routledge.

Floridi, Luciano (2004) The Blackwell guide to the philosophy of computing and information, Oxford: Blackwell.

Knapp, M.L & Daly, J.A (2011) The SAGE Handbook of Interpersonal Communication (4th edition) Sage.

Maier, P & Warren, A. (2000) Integrating Technology in Learning and Teaching Kogan Page.

Rheingold, H (1993, 2000) The Virtual Community: Homesteading on the Electronic Frontier. Available to fully view at http://www.rheingold.com/vc/book/intro.html

Salmon, G. (2000) E-Moderating: The key to Teaching and Learning on-line, London: Kogan Page.

Wood, A. F.& Smith, M.J (2005). Online Communication: Linking Technology, Identity, and Culture. Second Edition. Lawrence Erlbaum Associates.

1. Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended module learning outcomes

There will be a minimum of 10 hours of F2F classes, comprising a mixture of tutor led lecture and demonstration, seminar discussion, workshop activity (including hands-on elements in computer rooms, some optional), and participant led presentation formats. The remainder of the 150 hours will be independent study: this will include reading literature, individual reflection, further unsupervised peer interaction and conducting the assignment*.*

1. Assessment methods and how these relate to testing achievement of the intended module learning outcomes

There are two assessment tasks for this module:

Assessment one - Write a 1000 word reflective account of your experiences of technology. This reflection could relate to your previous experiences of using technology within your teaching or using technology in your learning. Crucially the account needs to also indicate how you may wish to use technology in your role in the future (This assessment relates to learning outcome 11.1 for this module)

Assessment two - Conduct an enquiry into usage of technology in or around the academic environment and write a 2000-3000 word piece, in the form of a project report, case study or an essay. (This assessment relates to learning outcomes 11.2,11.3 and 11.4 for this module).

1. Implications for learning resources, including staff, library, IT and space

The numbers of PGCHE and ATAP participants has risen steadily in recent years, with consequent increases in demands on staff time – tutorial, observation, direct teaching and assessment. This module revision will make additional demands on Library resources.

1. CSHE/UELT recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with the University’s disability/dyslexia support service, and specialist support will be provided where needed.
2. Campus(es) where module will be delivered:

Canterbury

**SECTION 2: MODULE IS PART OF A PROGRAMME OF STUDY IN A UNIVERSITY SCHOOL**

**Statement by the School Director of Graduate Studies** "I confirm I have been consulted on the above module proposal and have given advice on the correct procedures and required content of module proposals"

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| Fran Beaton  Director of Graduate Studies  FRAN BEATON | 25/02/15 |

**Statement by the Head of School:** "I confirm that the School has approved the introduction of the module and, where the module is proposed by School staff, will be responsible for its resourcing"

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| .................................................................  Head of School  …………………………………………………….  Print Name | ..............................................  Date |