Teaching and Learning with technology – EDUC66091

GENERAL INFORMATION

Title	Technology in Higher Education
Unit code	EDUC63272
Credit rating	15
Level	7
Contact hours	Live seminars = 6, asynchronous discussion= 10, tutorials = 4
Other Scheduled teaching and learning activities*	70 hours directed material, 30 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	Amanda Banks Gatenby, eLearning team representatives (rotation)
ECTS**	7.5
Notional hours of Learning***	150

AIMS

To develop the participants' knowledge and skills in the use of digital technologies in higher education.

To increase awareness of and critical engagement with the ways in which technology and pedagogic practices mutually inform and shape each other in the HE context.

To provide insight into wider movements in educational technology developments as it relates to digital education practice and policy in the global and UK HE context, for consideration in how this might impact participants' practice.

BRIEF DESCRIPTION OF THE UNIT

The course unit encourages participants to research and discuss how technology can be used to support and enhance practices within in higher education and address any relevant e-learning policies across the different Faculties at the University of Manchester. Participants will explore current themes in the field for example around online, blended, and hybrid learning, and data analytics.

Participants will learn about methodologies and pedagogies that have been suggested to have particular relevance to online practices, considering the importance of context, content, activities and modes of delivery when planning and designing learning.

Established internal and external models of Learning Design will be explored as well as current tools and digital technologies that can be used to support HE practices. Participants will be encouraged to consider the nature of digital learning and support in HE, as well as how digital capabilities can be developed in both staff and learners in their respective divisions, Schools and Faculties across the University..

INTENDED LEARNING OUTCOMES

On completion of this unit successful students will:

Be able to summarise how digital technology is used in higher education with specific reference to their own practice

Be able to discuss the strengths and weaknesses of range of digital technologies used to support HE practices

Show how different pedagogical approaches can be realised using digital technologies and explain why the approach taken would be suitable to their own area of practice.

Have developed practical skills in the design and development of digital teaching and learning materials

Have developed learning strategies for keeping abreast of educational technology developments relevant to their particular discipline area or locally directed practice.

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

The course unit will make use of both face-to-face and online sessions and materials where appropriate. Seminars will take place three times across the semester with participants working on projects relating to their practice with peer groups that work in related areas. This work will feed into the final assessment and provide formative assessment opportunities during the seminars and asynchronously. The online materials will present ideas in various formats including texts, audio and video with interactive exercises to encourage engagement. 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)
Report: drawing on work done through semester, report on a project proposal, including scope, literature review, proposed solution and reflection on the process	2,500 words	Peer work will be commented on during and between seminars. Summative feedback provided within 15 working days of submissions	80%
Technology evaluation: review of fitness for purpose in design of proposed technology solution	5 min video/screencast	Summative feedback provided within 15 working days of submissions	20%

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/

Biesta, G. J. J. (2012). Giving Teaching Back to Education: Responding to the Disappearance of the Teacher. In *Phenomenology & Practice,* 6(2), pp. 35-49

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

Williamson, Ben. Big Data in Education : The digital future of learning, policy and practice, SAGE Publications, 2017.

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http://www.library.manchester.ac.uk/academicsupport/informationandadviceonlink2listsreadinglistsoftware/

Date of current version

04.04.22

Document control box

Policy / Procedure title: Unit Specification