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Refer to guidance notes for completion of each section of the specification.

Module Code:	ONLED12

Module Title:	Learning Technology in Education

Level:	7	Credit Value:	15

Cost Centre(s):	GAEC	JACS3 **code**: HECoS code:	X200 / 100459

Faculty	Social and Life Sciences	Module Leader:	Liz Sheen

Scheduled learning and teaching hours	15 hrs
Placement tutor support	0hrs
Supervised learning eg practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total contact hours	**15** hrs
Placement / work based learning	
Guided independent study	135 hrs
Module duration (total hours)	150 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
MA Education	✓	☐
MA Education with Leadership	✓	☐
MA Education with Early Childhood	✓	☐

Pre-requisites
N/A

Office use only
Initial approval: 04/11/2019   Version no: 1
With effect from: 02/03/2020
Date and details of revision: Version no:

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Module Aims
This module aims to critically evaluate the meaning and role of learning technology in education. It will enable students to critique learning technology from within their own contexts and experiences by analysing relevant literature, policy, legislation and practice. Finally, students are invited to critically examine the role of technology in making education accessible for all.

Module Learning Outcomes - at the end of this module, students will be able to	
1	Critically analyse the meaning of 'learning technology'.
2	Critique research, policy and legislation to develop a complex understanding of how learning technology is represented in curriculum and pedagogy.
3	Critically evaluate the implementation of learning technology in relation to an educational context.
4	Show a critical awareness of the role of technology in relation to accessibility in education.

Employability Skills The Wrexham Glyndŵr Graduate	I = included in module content A = included in module assessment N/A = not applicable
Guidance: complete the matrix to indicate which of the following are included in the module content and/or assessment in alignment with the matrix provided in the programme specification.	
CORE ATTRIBUTES	
Engaged	I
Creative	A
Enterprising	I
Ethical	I
KEY ATTITUDES	
Commitment	I,A
Curiosity	I
Resilient	I
Confidence	I,A
Adaptability	I
PRACTICAL SKILLSETS	
Digital fluency	I
Organisation	I,A
Leadership and team working	N/A
Critical thinking	I,A
Emotional intelligence	A
Communication	I,A

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Derogations
None

Assessment:
Indicative Assessment Tasks:

1) Select one of the journal articles provided, all chosen to represent a contemporary view of technology in education, and critically evaluate the role of technology as represented in the document. (750 words)

2) Select one of the journal articles provided, all chosen to represent a contemporary view of technology in education and critically analyse the article in light of your own attitudes, professional experience and context. (750 words)

3) There is growing recognition of technology being used to enhance accessibility for students of all ages in educational contexts. Critically evaluate and provide an academically supported justification for the use of technology assisted learning in the case study provided. (1,500 words)

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1,2	Coursework	25%
2	3	Coursework	25%
3	4	Case Study	50%

Learning and Teaching Strategies:
The overall learning and teaching strategy is one of guided independent study, in the form of distance learning requiring ongoing student engagement. On-line learning materials will be provided as weekly sessions whereby the student is required to log-in and engage on a regular basis throughout the module. There will be a mix of video recordings, with supporting notes/slides, containing embedded digital content and self-checks for students to complete as they work through the module and undertake their assessed tasks. The use of a range digital tools via the virtual learning environment together with additional sources of reading will also be utilised to accommodate accessibility.

The basis for working with online materials will be through self-directed study and regular online communication with tutors/peers. Students are encouraged to interact with each other and tutors through a range of communication tools. |

Syllabus outline:
The syllabus outline has been presented as a broad set of questions for the lecturer and students to answer together using the most up-to-date materials available. This recognises that knowledge, theory, concepts and practice will change over the life span of this course

and the content used to answer the questions below should be revised each year as appropriate.

- What is learning technology? Define and critically analyse the concept of technology in education.

- How does the meaning of learning technology differ according to educational context? Critically evaluate the impact of pedagogy.

- How is learning technology represented in curricula frameworks? Critique the representation of learning technology in policy and legislation.

- How is learning technology implemented in practice? Critically examine the use of learning technology in current educational practice.

- How is learning technology perceived by educational practitioners? Critically analyse the pedagogical conflict which may arise through the use of technology in education.

- Where is learning technology going next? Critically evaluate current research in learning technology.

- How is technology used to support accessibility in an educational context? Critically evaluate the role of technology to support accessibility for learning.

Indicative Bibliography:

Essential reading

Rushby, N. and Surry, D.W. (Eds.) (2016), *The Wiley Handbook of Learning technology.* Chichester: Wiley Blackwell.

Luckin, R. (Ed.) (2018), *Enhancing Learning and Teaching with Technology.* London: Institute of Education Press.

Hawkridge, D., Vincent, T. and Hales, G. (2018), *New Information Technology in the Education of Disabled Children and Adults.* Abingdon: Routledge.

Other indicative reading

Pargman, C.T. and Jahnke, I. (2019), *Emergent Practices and Material Conditions in Learning and Teaching with Technology.* Manhattan, New York: Springer

Harasim, L. (2017), *Learning Theory and Online Technologies.* Second Edition. Abingdon: Routledge

Kaye, L. (2016), *Young Children in a Digital Age.* Abingdon: Routledge

Journals

Computers and Education
International Journal of Technology and Design Education
Journal of Learning Design
Journal of Education and Learning