

**PG Dip / MSc eLearning: Interactive Teaching Technologies
(with PG Cert exit award)**

DURATION:	3 Years
LOCATION:	Campus One
MODE:	Part-time
SPONSORING FACULTY:	Faculty of Computing and Engineering

Dear Student,

This handbook is based on the full course description, and is intended to give you an overview of the course and detailed information about its structure and content. The modules are taught by staff in the School of Computing and Mathematics and School of Education. In the past year the School of Education has changed its preferred module size to 30 credit points, while the School of Computing and Mathematics has retained the 15 credit point structure. However, although the Education modules have changed in size, the content is the same as envisaged when the course was originally designed, though of course it is continuously updated to reflect the latest topic-related thinking. Therefore, first year students will take 3 modules, 2 at 15 points and 1 of 30 points. Second year students this year will (normally) take 2 modules at 30 points. Third year students will as usual take the 60 point Research Study module only.

I hope that clarifies your attendance pattern. The tables on pages 6 and 7 of this document hopefully give very clear guidance. However, if you have any concerns about registration issues or other matters arising at any time on the course, please do contact me as your course director at

tj.anderson@ulster.ac.uk

and I will try to reply normally within two working days.

I wish you an enjoyable and successful year's study on the course.

Best wishes,

Terry Anderson (Prof. of Interactive Computing)

Course Director and Adviser of Studies

School of Computing and Mathematics.
University of Ulster,
Newtownabbey,
Co. Antrim,
BT37 0QB

This document © University of Ulster, 2009.

This document is protected by copyright. No part of it may be reproduced, stored in a retrieval system, or transmitted in any form or by any means electronic, mechanical, photocopying or otherwise, without written permission from the University of Ulster.

The course programme described in this document is subject to continuing development. Changes may be made in accordance with procedures approved by the Senate.

**UNIVERSITY OF ULSTER
PROGRAMME SPECIFICATION**

**COURSE TITLE: Postgraduate Diploma / MSc eLearning: Interactive Teaching Technologies
(with Postgraduate Certificate exit award)**

1	AWARDING INSTITUTION:	UNIVERSITY OF ULSTER
2	TEACHING INSTITUTION:	UNIVERSITY OF ULSTER
3	LOCATION:	Online
4	ACCREDITED BY:	UNIVERSITY OF ULSTER
5	FINAL AWARD:	MSc eLearning: Interactive Teaching Technologies
6	MODE OF ATTENDANCE:	Part-time
7	SPECIALISMS:	Computing/Education
8	COURSE CODE:	2227
9	DATE REVISED:	2007/08 Course amendments (CA3) 08/09

10 EDUCATIONAL AIMS OF THE COURSE

The overall aim is to enable students to develop appropriate teaching experiences for online learners, using new modalities and systems for instructional design in the post-16 business, community and educational field. Flexible curriculum paradigms will be developed using creative and experimental approaches to online education management. (Awards relevant to aim are indicated in following brackets below.)

- To critically examine the learning processes of students and evolving frameworks and structures for eLearning. (PG Cert)
- To appraise the current needs, cultures and trends in corporate and academic online education. (PG Cert)
- to enable students to evaluate current elearning-related research. (PG Dip / MSc)
- To analyse the paradigm of online education quality using standards of good practice applicable to the learning context. (PG Cert)
- To critically evaluate the eLearning industry and the fiscal demands of online education. (PG Dip)
- To enhance practitioner-authoring skills through interactive and collaborative explorations of teaching technologies and associated design tools. (PG Cert)
- To design, negotiate and manage systems of instruction that accommodate a diversity of learning styles. (PG Dip)

- To design and appraise modern online applications requiring dynamic interfaces to facilitate and enhance learning. (PG Dip)
- To create online teaching strategies for enhanced learning experiences, for remote/virtual learners, using appropriate motivational and interactive techniques. (PG Dip)
- To plan, implement and manage an eLearning research project, by developing critical systems for appraisal, risk assessment and financial control. (MSc)

11 MAIN LEARNING OUTCOMES

The following reference points were used to inform the development of the programme and its learning outcomes:

- the University's Vision and core strategic aims, teaching and learning strategy and policies;
- current research or other advanced scholarship carried out by academic staff;
- national and University qualifications and credit frameworks;

The course provides opportunities for students to achieve and demonstrate the following learning.

11K SUBJECT RELATED QUALITIES

Knowledge and Understanding

Successful students will be able to:

- K1 demonstrate knowledge and ability to analyse the fundamental concepts, principles, theories and practices underlying paradigms of interactive and collaborative learning in a rigorous and critical manner and construct explanatory and action based hypotheses for the development of innovative pedagogical methods.
- K2 develop benchmark specifications for interactive learning by exploring and evaluating alternative methods and devising strategies for appropriate implementation techniques.
- K3 employ effectively practices and tools for the specification, design, implementation and critical evaluation of curriculum innovation.
- K4 analyse the extent to which learning environments and systems meet the criteria defined for its current deployment and future evolution.
- K5 develop professional, legal, moral and ethical consideration for the academic and research skills necessary in the application of interactive teaching and learning.

PG Cert: K3,K4

PG Dip: K1-K4

MSc: K1-K5

Teaching and Learning Methods: eLectures, eTutorials, eSeminars, ePracticals.

Assessment Methods: Coursework, workbooks and portfolio and reflective logs.

11I **INTELLECTUAL QUALITIES**

Successful students will be able to:

- I1 specify, design and construct effective interactive teaching programmes;
- I2 evaluate interactive environments with respect to quality and plan systematic change using appropriate evidence, being informed regarding quality management systems;
- I3 establish contextual guidelines for teaching and learning using evidence generated through elearning research and development;
- I4 construct interactive learning schemes which assist in widening participation and the provision of equal opportunities through the flexibility of curriculum design for online delivery and the enhancement of open and/or online distance learning resources.

PG Cert: I1,I2

PG Dip/MSc: I1-I4

Learning and Teaching Methods: eLectures, eTutor directed eTutorials & ePracticals, student led eSeminars and self-directed learning employing study packs and research based materials.

Assessment Methods: Coursework related to case studies and projects, workbooks, project reports and research study.

11P **PROFESSIONAL/PRACTICAL SKILLS**

Graduates of the course will also be able to:

- P1 plan an effective developmental production schedule for an open or distance learning programme;
- P2 compose flexible interactive courseware through the use of ICT, recognising its synchronous and asynchronous properties;
- P3 develop a learning process suitable to the learning needs of the remote participant audience;
- P4 design and implement an investigative analysis of interactive pedagogy;
- P5 manage an online course both in terms of change, quality systems design and resource development and management;
- P6 construct reflective accounts and reports for various audiences, management, technical, users or the academic community;
- P7 illustrate and explain, through primary and secondary evidence, how eLearning practices may be developed in a community, business, professional or academic environment.

PG Cert: P2,P6

PG Dip/MSc: P1-P7

Learning and Teaching Methods: eLectures, eTutorials and problem based ePracticals and eSeminars, Project preparation and implementation.

Assessment Methods: Problem based coursework, workbooks, project reports and research study.

11T **TRANSFERABLE SKILLS**

The course will also inculcate in students the ability to:

- T1 solve problems through collaborative situations making effective use of information-retrieval skills and of learning resources;
- T2 communicate effectively using various media and with a variety of audience;
- T3 make effective use of Information Technology facilities for teaching and learning
- T4 develop a reflective learning and action-based strategy as part of an independent and organisational learning cycle;
- T5 appreciate the need for continuing professional development in recognition of the requirement for eLearning.

PG Cert: T2,T3

PG Dip/MSc: T1-T5

Learning and Teaching Methods: eLectures, eTutorials & ePracticals, eSeminars, Project preparation and implementation.

Assessment Methods: Professional report assessments, workbooks, project vivas, reports and dissertation.

12 **STRUCTURE AND REQUIREMENTS FOR THE AWARDS**

The learning for the PG Cert, PG Dip and MSc is divided into study units called modules. Modules in the first two years each have a credit value of 15 or 30 credits, and the Research Study module in third year has a value of 60 credits. The credit weighting of a module is in proportion to the effort required from the student, thus a 15 point module corresponds to 150 hours of notional learning time including viewing eLectures, eTutorials, eSeminars, online discussion groups, coursework, assignment work and self-study. 60 credit points must be presented at each level. A feature of the programme is the flexibility of learning where students spend their time interacting with online facilities, curricula and reflexive tools in a structured and supervised manner gaining relevant practical experience and support.

Students can exercise the option of exiting the programme with a Postgraduate Certificate (60 credit points) or progress to the Postgraduate Diploma (120 credit points) or to Masters level (180 points).

Note: From 2009/10 the School of Education has decided to rationalise its modules, making them worth 30 credit points for the majority of taught modules, though the

Research Study module remains unchanged at 60 points. Modules provided by the School of Computing and Mathematics continue to be worth 15 points. While this has necessitated some re-scheduling of modules, the originally planned overall course content remains unchanged. All assessment continues to be by coursework – there are no examinations.

STRUCTURE and CODES OF THE PROGRAMME

Year 1	Sem 1		Modules available- COM856 Instructional Design (15 Points, level 7) COM857 Teaching Technologies (15 Points, level 7)
	Sem 2		Modules available- EDU922 Collaborative Learning Online (30 Points, level 7)
Year 2	Sem 1	Any 1 or 2 taught modules equating to 30 credit points	Modules available- EDU953 E Portfolios (30 Points, level 7) COM860 Advanced Instructional Design (15 Points, level 7)¹ COM859 Quality Management for Online Delivery (15 Points, level 7)
	Sem 2		Modules available- EDU958 Research Design and Initiation (30 Points, level 7)
Year 3	EDU928 Research Study (60 Points, level 7)²		

¹ Instructional Design and Teaching Technologies are pre-requisites for Advanced Instructional Design.

² Where a student wishes to progress to Year 3 (Masters level), Research Design and Initiation is a pre-requisite.

Teaching Staff and CRNs (Course Reference Number) for Modules in 2009/10

	CRN	Sem	Module Title	Pts	Academic	Email
Year 1						
COM856	11918	1	Instructional Design	15	Mr Jonathan Wallace	jg.wallace@ulster.ac.uk
COM857	18164	1	Teaching Technologies	15	Dr Dewar Finlay	d.finlay@ulster.ac.uk
EDU922	12543	2	Collaborative Learning Online	30	Dr Roger Austin	rsp.austin@ulster.ac.uk
Year 2						
EDU953	12590	1	E Portfolios	30	Dr Victor McNair	v.mcnair@ulster.ac.uk
COM860	11921	1	Advanced Instructional Design	15	Dr Ian McChesney	ir.mcchesney@ulster.ac.uk
COM859	17116	1	Quality Management for Online Delivery	15	Dr Roy Steritt	r.sterritt@ulster.ac.uk
EDU958	18273	2	Research Design and Initiation	30	Dr Tracy Irwin	t.irwin@ulster.ac.uk
Year 3						
EDU928	12550	1/2/3	Research Study	60	Prof Gerard McAleavy	gj.mcaleavy@ulster.ac.uk
Note: CRN is Course Reference Number. Every time a module is offered it has a unique CRN						

Course Director and Studies Adviser: Prof Terry Anderson, tj.anderson@ulster.ac.uk

Postgraduate Certificate eLearning: Interactive Teaching Technologies

The Postgraduate Certificate may be studied part-time over a period of one year. The learning is divided into study units called modules. 3 modules equating to 60 credits (2 modules 15 + 30) must be completed.

Postgraduate Diploma eLearning: Interactive Teaching Technologies

The Postgraduate Diploma provides for students who do not wish to complete the Master programme and may be studied part-time over a period of two years.

MSc eLearning: Interactive Teaching Technologies

The MSc may be studied part-time over a period of three years. The Research Study module has a credit value of 60 credit points and comprises all of the final year work.

13 **SUPPORT FOR STUDENTS AND THEIR LEARNING**

Students and their learning are supported in a number of ways:

- Induction programme, introducing curriculum and practitioner skills
- Student handbook and modules guide
- Online library resource packs
- Extensive library and other learning resources
- Intranet with a wide range of learning support material
- Programme specific texts, learning packs and resource tools offered online
- Student e-mail accounts and full access to the Internet
- Each student is allocated a personal tutor
- Research Methods module to enhance understanding and develop research skills for research study preparation
- Collaborative and e-seminar rooms facilitated by course team online
- Formative assessment to enhance student feedback and learning through online environment
- The Course director will be available for additional guidance and discussion as necessary

14 **CRITERIA FOR ADMISSION**

Applicants must hold a degree or equivalent or demonstrate their ability to undertake the course through the accreditation of prior experiential learning.

Evidence of appropriate work experience in an academic or corporate environment with a substantial educational or educational support role is also required. This needs to be sufficiently long to ensure the applicant has a practical understanding of educational issues, so normally at least two years experience would be expected.

15 **EVALUATING AND IMPROVING THE QUALITY AND STANDARD OF LEARNING AND TEACHING**

Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards -

- Module reviews (student questionnaires and teaching team report).
- Annual Subject Monitoring prepared by the course director
- Peer teaching observations and feedback.
- Annual staff reviews
- Revalidation involving both internal and external academic panel members
- On-going informal and formal contact with the external examiner

- Discussions with employers

Committees with responsibility for monitoring and evaluating quality

- Staff Student Consultative Committee
- Course committee
- Board of Examiners
- School Board (includes student members)
- Faculty Academic Affairs Committee (includes student members)
- University Teaching and Learning Committee.

Mechanisms for gaining student feedback on the quality of their learning experience

- Staff-Student Consultative Committee
- Student representatives on School and Faculty boards
- Module evaluation questionnaires / module forum / module freeform responses

Staff development includes:

- Continuous training through vocational assessment centre to ensure authenticity and quality of assessment practices
- Updating in the subject through research and scholarship

16 Classification of Final Result

Classification of Final Result for Master's Degree

- 16.1 The results of candidates who have successfully completed the Master's degree shall be graded by order of merit as Pass with Distinction and Pass.
- 16.2 The assessment results for the final level of the programme (Level 7) shall determine the overall grading. The weighting of each module's contribution to the final result shall be determined by the module's credit value.
- 16.3 The following shall be the minimum overall percentages used to determine the final gradings of candidates:
- | | |
|-----------------------|-----|
| Pass with Distinction | 70% |
| Pass | 50% |
- 16.4 A mark of 70% or above shall also be achieved in the dissertation module in order for the degree to be awarded with Distinction.
- 16.5 Provided that they have not been exempted for modules amounting to more than 60 credit points, candidates who do not complete the dissertation and have passed the taught modules associated with the Postgraduate Diploma [and

Certificate] may be assessed for the award of a Postgraduate Diploma [*and Certificate*] in accordance with 16.6.

Classification of Final Result for Postgraduate Diploma and Certificate

- 16.6 The results of candidates who have successfully completed a programme of study leading to the award of Postgraduate Certificate or Postgraduate Diploma shall be graded by order of merit as Pass with Distinction and Pass.
- 16.7 The assessment results for the final level of the programme (Level 7) shall determine the overall grading. The weighting of each module's contribution to the final result shall be determined by the module's credit value.
- 16.8 The following shall be the minimum overall percentages used to determine the final gradings of candidates:
- | | |
|-----------------------|-----|
| Pass with Distinction | 70% |
| Pass | 50% |
- 16.9 Provided that they have not been exempted for modules amounting to more than 30 credit points, candidates who fail to satisfy the requirements for the award and have passed appropriate modules shall be assessed for the award of a Postgraduate Certificate.
- 16.10 Candidates registered on linked postgraduate programmes shall receive only one award at the highest level during a period of continuous registration.
- 16.11 Candidates admitted with advanced standing shall be assessed in accordance with the programme regulations using the evidence from the accredited prior learning.

External Examiners

- Nominations for external examiners are approved by the University Teaching and Learning Committee and endorsed by PVC (Teaching and Learning) on behalf of Council.
- An External Examiner, is appointed by the Faculty's Academic Affairs Committee, and reports annually to the University.
- The role of the External Examiner is to report on quality and standards of the programme so that the validity of the degrees that are awarded can be maintained.
- The full roles and responsibilities are set out in the university's Handbook for External Examiners.

- External Examiners are given training on appointment.

17 INDICATORS OF QUALITY RELATING TO LEARNING AND TEACHING

- Many Faculty members are also members of the Institute of Learning and Teaching.
- Staff have received the University's Distinguished Teaching Award
- Computing Science Teaching achieved a satisfactory rating by QAA subject review (1994)
- Research Assessment Exercise HEFCE rating of 4 (2001)
- The annual volume of external grants/contracts is approximately £2m .
- Current online programmes have been cited as examples of best practice by QAA
- Faculty of Computing and Engineering hosts the Higher Education Academy Subject Centre for Information and Computer Sciences (ICS)

2: Commentary

B2.2 Academic Progression, Internal Coherence and Opportunities for Choice

The degree will be offered as a three-year part-time Master of Science award. Students will normally complete one hundred and eighty credit points; sixty credit points each year part-time. Students will register for the Master of Science award but will, however, be able to exercise the option to conclude their studies with a Postgraduate Certificate and Diploma which are offered as CATS exit awards. The modules are designed to equip students with a strong theoretical and practical base in eLearning.

The structure of the programme has been influenced by three important considerations: flexibility of curriculum to accommodate enhanced access opportunities, progression within the award and skill development for practitioners involved in eLearning. Various structural, modular and support mechanisms will be put in place to ensure all learners are facilitated in terms of progression within the programme.

To facilitate participants' fluctuating workloads and priorities, the period for completion of the Postgraduate Certificate or Postgraduate Diploma is flexible, although it is expected that participants will normally undertake 30 credit points per semester with most programmes being delivered in Semester 1 and 2. Some modules may be 'long thin' modules which are completed over an extended period. This will be indicated in module descriptions

At Postgraduate Diploma level, participants who intend to progress to the Masters level must include a module on research methods in preparation for the Masters' dissertation or Research study.

For the award of Master of Science, participants are required to submit the findings of their research as a research study suitable for publication. Research projects may be undertaken in any area relating to the specialism of the degree and can be shown, through the research proposal, to be of relevance and of appropriate depth and complexity.

Reflective practice developed in and through each student's individual working context(s) is a shared feature and priority within all the programmes. Students who undertake these programmes are challenged to become independent and reflective learners who must feel impelled, professionally as well as morally, to create, develop and modify, as appropriate, sustainable, effective environments for their students and others. They must also develop, particularly with the help of their peers and course tutors, a deep sense of ownership for their own personal and professional development. Peer learning is widely acknowledged as a positive motivating influence on individuals, particularly, though not exclusively, in educational contexts.

2.3 Widening Participation

The School of Computing and Mathematics is committed to widening participation and broadening access to its programmes. This is reflected in the flexible manner in which the modules are delivered and the ability for participants to choose a digest of modules which best suits their needs at each level.

The Special Educational Needs and Disability (NI) Order 2005 has been considered by the course team and the majority of members have attended a staff training day which raised awareness of the implications of this legislation for lecturers and students. As a result academic staff have made adjustments to teaching, assessment and placement and consider issues of communication and e tutoring

2.4 Transfer to and from the Course and Opportunities for Progression to Further Study

Entry to the programme will be subject to the criteria for admission, which are detailed in the programme regulations.

Participants may undertake, and have accredited, discrete modules from the programme, which they may subsequently transfer into the award-bearing programme, the maximum credit transfer permitted being subject to the University's recommendations for the accreditation of prior learning.

Credit from other similar programmes, where the modules can be mapped to the overall learning outcomes for the programme, can be transferred to the award-bearing programme, subject to the approval of the Course Committee and to the University's recommendations for the accreditation of prior learning. This programme will recognise the work undertaken on other programmes for progression purposes. Such programmes include: the Postgraduate Certificate in Higher Education Practice; the Postgraduate Certificate/Diploma in Further and Higher Education and the Postgraduate Certificate/Diploma in Lifelong Learning.

Participants who successfully achieve a module or modules of the programme will be awarded modular credit, thus allowing portability of accredited learning into similar award-bearing programmes of other UK HE Institutions, subject to the regulations governing any other institution's awards.

It is not envisaged that students will transfer from this programme directly to any other programme. Students who achieve a Master's award, and particularly those who gain a distinction, will be well-placed to apply for doctoral studies.

2.5 Relationships with Professional Bodies

Academic institutions in the UK and Ireland have shown particular interest in this suite of programmes. The programme has gained the support and

interest of both the Irish Association of Learning Technologists and the national Higher Education Academy. The Association of Northern Ireland Colleges has demonstrated their support by sitting on the course advisory group and commending the structure and content of the programme. This programme is also supported and designed according to the advice of the Regional Training Unit in Northern Ireland.

Relationships with other discipline-specific professional associations and statutory bodies will be encouraged.

2.6 Work-based Learning

The programme and its component modules require the combination and integration of work-based professional practice with relevant theory and policy and the application of theory and policy to professional practice. It is a basic principle underlying the programme that the learning and development occurring as a result of participation should make a direct contribution to normal daily work and should draw both from that work and from reading, discussion, activity and critical reflection.

2.7 Teaching, Learning and Assessment Strategies

These programmes have been developed in response to a recognized need for a flexible approach to continuing professional development. As such, participative approaches are central to the programme in terms of integrating the understanding and experience of the students into the teaching process. Various tools for teaching, assessment and collaborative learning will be employed across modules: virtual seminar rooms, hypermedia and other distance learning materials, discussion and chat rooms and formative and summative assessment facilities. Approaches to be used will include:

1. eLectures. Large group teaching is used mainly for the exposition of concepts and techniques and the synthesis of materials related to the subject area.

In lectures / large groups, two way communication will also be encouraged through virtual groups and online question time. Students will be asked to contribute to the learning process by the adoption of appropriate methods. This objective will be achieved in a number of different ways. Online audio-visual aids may be used by the tutor to summarise the objectives, relevance and content of the session. Prepared handouts and case studies may be given to students in advance of the large group session through the internal emailing facility and students will be asked to question their tutor to ensure they have assimilated and understood the concepts inherent in the subject matter.

The tutor might also incorporate a range of small group activities to further stimulate student participation. The tutor will encourage and guide further reading and links to various sites and appropriate

materials and other student activities, including independent study, and relate the content of the large group session to other learning strategies, both timetabled and not.

2. ePracticals and eSeminars - Small groups, with the tutor as a facilitator encouraging the critical discussion of theory, practice and personal experience. In small group discussions, the emphasis is on student participation and initiation. The objective of small group sessions is to provide students with the opportunity to consolidate, develop and apply the knowledge gained from the large group sessions and independent study. The small group session has the parallel purpose of enabling students to acquire skills in creative thinking, communication, problem definition and resolution, reasoning, self-presentation, critical analysis and deduction. These objectives and purposes will be achieved in a number of ways. Students may, for example, be asked to lead discussions by presenting papers on specific subjects. Students may be divided into smaller groups to engage in further participative and integrative activity, which might include an analysis of case studies. The tutor will also encourage and guide further reading and other student activity, including independent study, and relate the content of the smaller group sessions to other learning strategies, both timetabled and not.
3. Individual eTutorials and eSupport, particularly during project selection and implementation.
4. Demonstration and individual hands-on experience of appropriate information technology.
5. Video and internet links with staff.
6. Independent learning. In the Course Planning Committee's analysis of teaching and learning strategies, there is an emphasis on independent learning to support this online programme. This postgraduate suite of programmes will place significant emphasis on the value of independent and collaborative learning. Indeed, there is an increasing emphasis on independent learning as progression takes place throughout the programme. This emphasis represents a commitment to enabling students to acquire the key skill of learning how to learn and instilling in them a culture of progressive learning. For these reasons, it is essential to assist students during the development of independent learning skills.

How the requirements of students with disabilities and others with particular needs, as recognised under SENDO, is covered in section C1 of this document.

Assessment Strategies

Assessment strategies have been adopted in this postgraduate suite of programmes with a view to reflecting and building upon the rationale, aims, objectives and teaching and learning strategies, discussed above. Assessment on the programme therefore has multiple objectives including:

- motivating students, by providing them with an opportunity to review and consolidate what they have learned, and by requiring them to demonstrate the knowledge, understanding and skills they have developed in their programme of study;
- providing feedback to students, by giving them information on their strengths and weaknesses, with the aim of improving the quality of their knowledge, understanding and skills;
- certifying levels of achievement, by enabling students to demonstrate to examiners the extent to which they have achieved the learning outcomes of their programme of study;
- enabling examiners to certify that the students have met a certain standard of performance.

Each module's assessment strategy is adopted to reflect the teaching and learning strategies for that module. All assessments will offer the necessary flexibility of competence based learning and off-campus study. Accessibility will be introduced to students on some modules through the use of professional portfolios as described in relevant module descriptions. Evidence and assessment of learning may include online presentations through conferencing and virtual discussions, projects, case studies, essays, reports, problem solving exercises, and profiles of learning.

The overall assessment strategy will embrace the notion of reflective practice and thus maximise the potential for demonstrating learning through the integration of professional practice, policy and theory. Assessment methods at module level will be selected to ensure that participants have the opportunity to demonstrate clearly their achievement of the module learning outcomes, in terms both of knowledge and of skills.

Information about Learning, Teaching and Assessment

Students are usually introduced to their programme and its individual components through a variety of documents and booklets. For each academic session, students will be given a copy of the Student's Handbook, which in addition to detailed information on the Faculty of Computing and Engineering, gives guidance on teaching, learning and assessment strategies, and includes details of the programme regulations. It also contains detailed information on the rationale, nature and content of individual modules and the teaching, learning and assessment strategies adopted for those modules. This information will be posted online. Each module will have an online module booklet, which will give details of the teaching and learning methods which are to be employed and outline the

learning content of each individually timetabled session. It will also outline the expected contribution of students to independent study.

The module booklet will also specify the learning resources available for that module, including electronic resources, and give details of required and recommended reading.

Ethics

Ethical issues and values which underpin professionalism will be discussed in online environments, and participants will be encouraged to reflect on and articulate the values and principles that underpin their own practice, and to be aware of the impact on these of developing knowledge and experience. In particular with staff support, students will be expected to complete the appropriate application processes prior to embarking on their Dissertation or Research Study modules.

Feedback and Moderation

Assessments are marked and returned, on a 1:1 basis, within 15 working days of submission. In keeping with best practice features, the course tutors will provide detailed feedback which specifically addresses learning outcomes and which specifically clarifies and indicates where the submitted assessment could be improved.

Internal Moderation: the University requires the Faculty to 'sample' double mark. Sample double marking requires a sample set of marked coursework and examination work to be identified by the first marker (normally a 20% sample in the top, middle, bottom ranges and all fails). The marked sample, plus the first marker's marks, are given to a second marker who then marks the sample. The two sets of marks are then discussed and agreement is reached on the final internal mark.

Where double marking occurs, either sample double marking or double blind marking, the comments of the first and second markers should be clearly documented. Any differences must be recorded. There should be no reference to internal moderation on work returned to students. Evidence of internal moderation should, however, be transparent to External Examiners, including the identity of the second marker.

Where agreement between the first and second marker cannot be reached, a third marker should be requested. Where this does not resolve the issue, the case should be referred to the Head of School, or designate, for consideration and resolution. The External Examiner should not normally be used as an arbitrator in such cases.

2.8 Innovation and Good Practice

Teaching, learning and assessment practices will exemplify good practice though the engagement in the delivery of experienced academic colleagues from a range of disciplines. Those delivering the Programme will also encourage and facilitate the sharing of good practice which they identify through the observation of participants in the modules.

The Higher Education Academy is central to this work within the sector and will offer opportunities for collaborative projects across the course team. It is envisaged that an eLearning Research Strategy will expand across faculties to inform the various elements of the programme.

2.9 Standards

The aims, learning outcomes and structure of the programme and the modules therein have been developed in line with the National Framework for HE Qualifications and with reference to the University's Qualifications and Credit framework. Assessment criteria will be derived from the University of Ulster criteria for assessment of qualitative work at Master's level.

The University's Framework for e-Learning standards can be found at Appendix 32 of the *Programme Approval, Management and Review Handbook* (July 2007).

2.10 Employability – Career and Progression Opportunities

These programmes provide structured and accredited opportunities for teachers, trainers and facilitators at various stages of their professional development. They are most relevant to those in employment and staff are often encouraged to take such programmes to meet needs identified within the schools or departments. The programmes seeks to improve the opportunities of its graduates so that they can advance together with the improvements in teaching technologies. There is evidence from past students that engaging in these opportunities for further academic study has led to enhanced employment prospects and in some cases promotion.

Certificate level students will show understanding of current values underpinning education and develop comprehensive knowledge of the complexity of the interaction between learners and educational processes. They will select from a range of relevant primary and secondary sources to extend their knowledge and develop work based practice. Students will engage in focused problem solving and reflection to improve practice.

Diploma level students will make the transition from reflective practitioner to researcher of their own beliefs and institutional patterns of practice. They will engage in collection and critical analysis of evidence relating to practice and professional responsibilities and share in collaborative discussion to disseminate good practice.

Masters students will engage in an extended piece of individual research in which students will have shown originality in the application of knowledge and understand how the boundaries of knowledge are advanced through research. They will be able to deal with complex issues both systematically and creatively and will show originality in tackling and solving problems. They will have the qualities needed for employment in complex and unpredictable professional environments requiring sound judgement, personal responsibility and initiative.

Entrepreneurship training

Most students taking these programmes are employed in public service but in all programmes there is awareness raised of the issue of entrepreneurship. The underpinning principles within the programme as a whole, is on students to be at all times innovative and creative within their professional areas of expertise. This is very much a part of a critical reflective practice approach, and as such, may involve, for example, solving problems pertaining to learning and teaching in a creative manner; or showing initiative and imagination in the redesign of a course programme, or using and applying e-learning technology more effectively than before. The dimension of social responsibility and well being is also to be advanced through these studies.

Students who successfully complete this programme will have had ample opportunity to develop their entrepreneurial skills as the programme is based upon providing them with the skills and abilities to bring an eLearning solution to fruition. This has components of both traditional business entrepreneurship

and social entrepreneurship. All modules will foster awareness of entrepreneurial aspects, this will be most explicit in the Enterprising Educator module which highlights the purpose of and possible funding arrangements for a wide gamut of projects, from institutional/educational, to knowledge transfer to national and international partnerships.

Graduate Qualities

The MSc/PG Dip/Cert are characterised by an ethos of advanced work and scholarship which sets them apart from undergraduate courses. They further develop undergraduate qualities by focusing on current professional practice in particular aspects of elearning. The programme enables students to build on their experience in education or educational both in terms of developing advanced knowledge and a profoundly reflective approach to elearning. An overarching requirement of the assessment actively involves students integrating knowledge from the fields of education and computing, with a view to professional practice. Throughout the programme, the coursework develops problem solving skills, requiring the student to apply logical, critical and creative thinking to a range of problems.

Personal development Planning

The University has recently completed a Personal Development Planning pilot for postgraduate programmes and decided to roll it out to all postgraduate programmes in 2007-8. The PG Dip / MSc eLearning (and PG Cert exit award) are fully committed to embracing this development.

3: Course Regulations
UNIVERSITY OF ULSTER
COURSE REGULATIONS

1. TITLE	CODE
Postgraduate Diploma/Master of Science in eLearning: Interactive Teaching Technologies (with Postgraduate Certificate exit award)	2227

2. MODE OF ATTENDANCE

Part-time (online)

3. DURATION

PART-TIME: Normally 6 semesters of study

4. LOCATION

CampusOne Distance Learning

5. FACULTY

Faculty of Computing and Engineering

6. ADMISSION REQUIREMENTS

Students shall register for the MSc eLearning Interactive Teaching Technologies.

Applicants must normally:

- (a) have gained
 - (i) an Honours or non-Honours degree from a University of the United Kingdom or the Republic of Ireland, from the Council for National Academic Awards, the National Council for Educational Awards, the Higher Education and Training Awards Council, or from an institution of another country which is recognised as being of an equivalent standard; or
 - (ii) an equivalent standard in a Postgraduate Certificate, Graduate Diploma, Graduate Certificate or an approved alternative qualification; and

normally the equivalent to two years' relevant work experience in an academic or corporate environment with a substantial educational or educational support role.

and

- (b) provide evidence of competence in written and spoken English (GCSE grade C or equivalent);

or as an alternative to (a) (i) or (a) (ii) and/or (b):

- (c) in exceptional circumstances, where an individual has substantial and significant experiential learning, a portfolio of written evidence demonstrating the meeting of graduate qualities (including subject-specific outcomes, as determined by the Course Committee) may be considered as an alternative entrance route. Evidence used to demonstrate graduate qualities may not be used for exemption against modules within the programme.

7. EXEMPTIONS

7.1 Studies pursued and examinations passed in respect of other qualifications awarded by the University or by another university or other educational institution, or evidence from the accreditation of prior experiential learning, may be accepted as exempting candidates from part of the programme provided that

- (a) they shall register as students of the University for modules amounting to at least the final third of the credit value of the award at the highest level in respect of a Master's award and at least 50% of the credit value of the award in respect of a Postgraduate Diploma or Certificate award;
- (b) no exemption shall be permitted from the Research Study.

8. ATTENDANCE REQUIREMENTS

8.1 Students are expected to participate fully in all aspects of teaching and learning associated with the programme.

8.2 A student who has not been in attendance (taken part online) for more than three (teaching) days through illness or other cause must notify immediately the Course Director. The student shall state the reasons for the absence and whether it is likely to be prolonged. Where the absence is for a period of more than five

working days, and is caused by illness which may affect their studies, the student shall provide appropriate medical certification in accordance with the General Regulations for Students.

8.3 Students who are absent without good cause for a substantial proportion of classes may be required to discontinue studies, in accordance with the General Regulations for Students.

9. RULES GOVERNING STUDENT CHOICE

9.1 Modules are offered as indicated in the attached table. Revisions may be made in accordance with the University's quality assurance procedures. Module availability may vary.

10. EXAMINATION AND ASSESSMENT

10.1 The performance of candidates shall be assessed by the Board of Examiners in accordance with the Regulations Governing Examinations in Programmes of Study.

10.2 Candidates shall be assessed in the modules for which they have enrolled in each year of study. At the discretion of the Board of Examiners candidates may be required to attend a viva voce examination.

10.3 Within each module candidates shall be assessed by coursework in accordance with in accordance with the attached table.

10.4 The pass mark shall be 50% for each assessment element and in the module overall.

11. SUBMISSION OF COURSEWORK

11.1 Coursework must be submitted by the dates specified by the Course Committee.

11.2 Students may seek prior consent from the Course Committee to submit coursework after the official deadline; such requests must be accompanied by a satisfactory explanation, accompanied in the case of illness by a medical certificate. This application shall be made to the Course Director.

11.3 Coursework submitted without consent after the deadline shall not normally be accepted.

11.4 Candidates completing the research study must submit a copy of the script in accordance with the specifications for research study to the programme director by the specified date for assessment.

The research paper shall be presented in accordance with the Guidelines for the Presentation of research studies for Master's Degree programmes, the guidelines for each particular paper will be determined by the Journal which will be chosen to disseminate the results. The final copies shall become the property of the University.

- 11.5 Access to research papers shall not normally be restricted. Access may be restricted, in exceptional circumstances, for a period of up to two years in the first instance, and for a total period of not more than five years. Such restriction shall be approved in accordance with the procedures described in the Guidelines for the Preparation of Dissertations for Master's Degree programmes. Access to the abstract of the work shall not be restricted.

12. PROGRESS

12.1 Progress from semester 1 to semester 2 is automatic.

12.2 Subject to 13 and 14 hereof, candidates are required to pass all modules in each year of study in order to proceed to the next.

13. CONDONEMENT

A historical note: on 10th June 2009 Senate took the decision to remove regulations for condonement of marks. Due to the structure of the eLearning course, condonement did not apply to it in practice.

14. CONSEQUENCES OF FAILURE

14.1 Candidates who fail to satisfy the Board of Examiners in assessment may be permitted at the discretion of the Board to re-present themselves as specified in 14.2 and repeat such coursework or other assessment requirements as shall be prescribed by the Board. Such candidates may be exempted at the discretion of the Board from the normal attendance requirements. Where candidates are required to repeat coursework the original mark in the failed component shall be replaced by a mark of 50% or the repeat mark, whichever is the lower for the purpose of calculating the module result.

14.2 In each year, the consequences of failure shall normally be as follows:

Failure in module(s) with an overall Repeat *once only* of specified value up to and including 60 credit coursework in the failed module(s) points

Failure in module(s) with an overall value more than 60 credit points and less than 90 credit points Repeat *once only* of specified coursework in the failed module(s) in the next academic year with or without attendance.

Failure in module(s) with an overall of 90 credit points or more. Repeat *once only* of specified coursework in the failed module(s) in the next academic year with or without attendance, OR withdraw from the programme.

14.3 Candidates who fail the Research Study module may be permitted to resubmit the Research Study document on one occasion only within eight months from the date of the Board's decision.

15. CLASSIFICATION OF FINAL RESULT

15.1 The attached table indicates the contribution of each module/level to the final award.

15.2 Classification of Final Result for Master's Degrees

The following shall be the minimum percentages acceptable in determining the overall gradings of candidates.

Pass with Distinction 70%

Pass 50%

The Board of Examiners shall recommend the award of a Pass with Distinction to a candidate who achieves an overall average of 70% or more, with a mark of at least 70% being achieved in modules amounting to at least 90 credit points, including the Research Study module.

Candidates who fail the Research Study and have passed the taught modules may be assessed for the award of a Postgraduate Diploma in accordance with 15.3.

15.3 Classification of Final Result for Postgraduate Diploma and Certificate

The following shall be the minimum percentages normally acceptable in determining the overall gradings of candidates.

Pass with Commendation	60%
Pass	50%

The Board of Examiners shall recommend the award of a Pass with Commendation to a candidate who achieves an overall mark of at least 60%, provided that a module mark of at least 60% has been achieved in modules amounting to 60 credit points for the Postgraduate Diploma (30 credit points for the Postgraduate Certificate)

Candidates who fail to satisfy the requirements for the award may be assessed for the award of a Postgraduate Certificate.

15.4 Candidates registered on the MSc can exercise the option to receive the Post Graduate Diploma having attained 120 credit points or the Post Graduate Certificate having attained 60 credit points.

15.5 Candidates admitted with advanced standing shall be assessed in accordance with the programme regulations using the evidence from the accredited prior learning.

16. ILLNESS AND OTHER EXTENUATING CIRCUMSTANCES

16.1 The Board of Examiners may in the case of candidates who are prevented by illness or other sufficient cause from taking or completing the whole or part of the assessment or whose results are substantially affected by illness or other sufficient cause:

- (a) permit the candidate to complete, take, or repeat the coursework at an approved subsequent date **or**
- (b) deem the candidate to have passed and recommend an Aegrotat award.

16.2 Before an Aegrotat award is recommended a candidate must have signed that he or she is willing to accept the award.

17. REVISIONS TO REGULATIONS

These regulations may be revised during the student's period of registration in accordance with the procedures approved by Senate.

MODULE DESCRIPTIONS

MODULE TITLE:	Instructional Design
MODULE CODE:	COM856
MODULE LEVEL:	7
CREDIT POINTS:	15
SEMESTER:	1
LOCATION:	Campus One
E-LEARNING:	Fully Online
PREREQUISITE(S)	None
CO-REQUISITE(S)	None
MODULE CO-ORDINATOR(S):	Wallace, J
TEACHING STAFF RESPONSIBLE FOR MODULE DELIVERY	Wallace, J
HOURS:	e-Lectures 24 hours e-Seminars / Tutorials 24 hours Assignment Prep. 50 hours Directed Reading 10 Private Study 42 hours
TOTAL EFFORT HOURS:	150
ACADEMIC SUBJECT:	COMPUTING

RATIONALE

This module will equip students with the fundamental technical knowledge required for Internet programming and instructional design.

Students will develop both a theoretical understanding and the practical skills required for current and future user interface design. Students will encounter advanced interaction issues enabling them to critically reflect on user interaction processes and their impact on on-line learning resources.

AIMS

The aim of this module is to develop conceptual awareness of techniques and skills applied to modern user interface production and evaluation. The teaching methods employed encourage a dynamic approach to authoring Internet-based applications, thus enabling students to develop a deep understanding of the current and future issues in interactive educational computing.

LEARNING OUTCOMES

A successful student will be able to show that he/she can:

KNOWLEDGE AND UNDERSTANDING

K1 Understand the major issues in interactive instructional computing

INTELLECTUAL QUALITIES

I1 Identify future trends and underpinning software technologies

PROFESSIONAL/PRACTICAL SKILLS

P1 Select and apply user interface design guidelines and evaluation techniques

TRANSFERABLE SKILLS

T1 Communicate effectively with a variety of audience types using various media.

CONTENT

Background

- Background of interactive computing and instructional design; information overload
- Usability; interaction design approaches;
- Comparison of standalone GUI and web user interfaces.

Still Image Manipulation

- Using tools and palettes, modifying images, retouching images, storage requirements, compression, file formats, preparing images for the web.

Instructional Design on the Internet

- Markup languages (HTML); hypermedia; document management; browser support;
- Information retrieval on the web; query specification; relevance judgement; browsing; web page / site design for educational and informational sites; personalisation

Evaluation

- Examine methodologies to evaluate the quality of e-learning materials

Innovative Interfaces

- Ubiquitous computing; mobile devices

LEARNING AND TEACHING METHODS

e-Lectures will cover the theoretical aspects of this module and present the underpinning knowledge, which will be further investigated in supervised e-Seminars / Tutorials

e-Seminars / Tutorials will allow for discussion in detail of the underpinning knowledge and its application

Students will be directed to read and research a wide range of material and also use the Internet in order to broaden knowledge and understanding of the subject area.

Students will be expected to produce assignments showing their knowledge and understanding of the subject area.

ASSESSMENT

Coursework 1 - Date Set: Beginning Week 1: **Date Due:** End Week 7
Percentage contribution: 40% of total module marks

To develop students' awareness of significant developments in instructional design

and interactive educational computing, each student will evaluate a range of web sites.

Assessment criteria for this assignment will concern:

- ability to extract and critically assess key ideas from the literature;
- ability to create an effective set of summary slides;
- apply appropriate evaluation criteria to a range of web sites.

Hours required: approx. 20 This assignment will contribute 40% of the marks for this module.

This assignment will measure the student's achievement of module learning outcomes: K1, I1, P1

Coursework 2 - Date Set: Beginning Week 1: **Date Due:** End Week 12

Percentage contribution: 60% of total module marks

Students will be asked to create a piece of instructional software that makes use of the concepts acquired throughout the module.

The students will be expected to spend approximately 20 hours developing their solutions. The marking criteria will typically include:

- Comprehensiveness of the solutions
- Usability of the solution, ease of navigation
- Programming (HTML) style
- Quality of content
- Evidence of personal research

In addition, students will be required to submit a written report (approx. 1200 words) to justify the technical decisions that were taken and to explain how the various features provided by the authoring tool were used to create the instructional learning material. Assessment criteria for this assignment will concern: ability to relate principles of user interface and instructional design to the specified problem, systematic approach to developing the system, justification of technical decisions, application of content design principles to system, levels of functionality and usability achieved.

Hours required: approx. 30 This assignment will contribute 60% of the marks for this module.

This assignment will measure the student's achievement of module learning outcomes: K1, I1, P1, T1

READING LIST

Recognising that the technologies governed by this module are changing

rapidly, the recommended reading list will be monitored and updated accordingly each year.

Required

At the time of writing exemplars of reading meeting the module's criteria are:

Shank, P and Sitze, A (2004) Making Sense of Online Learning: A Guide for Beginners and the Truly Skeptical by Patti Shank & Amy Sitze, Pfeiffer.

Rothwell, W.J & Kazanas, H. C. (eds.) (2003) Mastering the Instructional Design Process with CD-Rom: A Systematic Approach (3rd edn.), Pfeiffer.

Recommended

Journals

- ACM - Multimedia Systems
- IEEE Multimedia

Websites

- <http://www.e-learningzone.co.uk/>
- <http://www.indiana.edu/%7Eidtheory/home.html>
- <http://www.teguk.com/resources/usability.asp>
- <http://www.indezine.com/ideas/storybrd.html>
- <http://www.nwlink.com/~donclark/hrd/sat.html>

SUMMARY DESCRIPTION

This module will enhance students' ability to take a professional approach to instructional design and interface development. This module will aim to broaden the depth of students' knowledge of HCI concepts and to present a practical and pragmatic approach to web site design and evaluation.

This module will enable students to appreciate current and future directions in instructional design, and to critically reflect on user interaction processes and their impact on on-line learning resources.

Assessment is entirely project based.

MODULE TITLE:	Teaching Technologies
MODULE CODE:	COM857
DATE OF REVISION:	2007/2008
MODULE LEVEL:	7
CREDIT POINTS:	15
SEMESTER:	2
LOCATION:	Campus One
E-LEARNING:	Fully online
PREREQUISITE(S):	None
CO-REQUISITE(S):	None
MODULE CO-ORDINATOR(S):	Finlay, DD
TEACHING STAFF RESPONSIBLE FOR MODULE DELIVERY:	Finlay, DD
HOURS:	<i>Indicate total notional student effort hours and their division between lectures, seminars, tutorials, practicals, private study, etc (10 hours = 1 credit point)</i>
	eLectures 24 hrs
	eSeminars 12 hrs
	eTutorials 12 hrs
	ePracticals 24 hrs
	Independent study 78 hrs (including assessment)
TOTAL EFFORT HOURS:	150
ACADEMIC SUBJECT:	Computing
MODULAR SUBJECT:	

RATIONALE

This module provides an understanding of the use technology in support of teaching and learning. This shall be realised through analysis of technologies which are pervasive in teaching and learning and through the investigation of new and emerging technologies. The module shall provide a framework to facilitate the development and understanding of teaching and learning material using a range of technologies new and old.

AIMS

1. To give the student an opportunity to carry out a significant investigation of the different technologies in teaching and learning.
2. To investigate the state of the art in teaching technologies.
3. To demonstrate examples of how the internet can be used as a platform to enhance learning and teaching.
4. To give students an opportunity to research various VLE platforms to support their own effective teaching.
5. To foster a cooperative environment for exchange of ideas amongst students throughout the delivery of the module.
6. To develop in all students the ability to work independently and develop critical assessment skills.

LEARNING OUTCOMES

A successful student will be able to show that he/she can:

KNOWLEDGE AND UNDERSTANDING

- K1 demonstrate a sound understanding of the fundamental concepts, principles, theories and practices underlying the use of technology for academic and educational applications;
- K2 critically evaluate, from a technical perspective, the tools used for the creation, delivery and management of an online programme;
- K3 Deploy effectively, web based resources, both for collaboration and individual research.

INTELLECTUAL QUALITIES

- I1 Identify and hypothesise about contemporary teaching technologies.
- I2 Relate professional, legal, moral and ethical issues to the use of technology in teaching and learning.
- I3 Formalise and articulate a logical argument for the adoption of technology in teaching and learning.

PROFESSIONAL/PRACTICAL SKILLS

- P1 Deploy teaching and learning material using commonly used VLE platforms.
- P2 Use commonly available internet based tools to support future teaching activities.
- P3 Communicate effectively technical information to technical, management, user, and academic audiences.

TRANSFERABLE SKILLS

- T1 Discuss and defend actions and opinions.
- T2 Communicate effectively using various online media.
- T3 Effectively use general information technology facilities.

CONTENT

Background

- Introduction to Information Technology
- Computer systems, concepts and use
- The Internet and the World Wide Web

Tools for e-learning

- Internet and the web in teaching and learning
- Communication and Collaborative assessment
- E-assessment
- Virtual learning environments (VLE)

New and emerging technologies

- Novel applications of the internet and web
- Podcasts, Wikis, RSS, Web logs etc
- Mobile devices and M-learning

Practical Issues

- Development and deployment of learning material
- Evaluation of current systems

LEARNING AND TEACHING METHODS

e-Lectures will cover the theoretical aspects of this module and present the underpinning knowledge, which will be further investigated in supervised e-Seminars / Tutorials

e-Seminars / Tutorials will allow for discussion in detail of the underpinning knowledge and its application

Students will be directed to read and research a wide range of material and also use the Internet in order to broaden knowledge and understanding of the subject area.

Students will be expected to produce assignments showing their knowledge and understanding of the subject area.

ASSESSMENT

Learning Log

Date Set: Beginning Week 1:

Date Due: Week 12 (continuous)

Percentage contribution: 20% of total module marks

To assess progress through the module material each student will keep a log of their activities. This log shall be updated weekly and will detail the main outcomes of that week's activity. The material presented in this log shall be complimented by their engagement in weekly discussion sessions. This log will be maintained on the VLE in the form of a web log/journal. Assessment criteria for this activity will include:

- Ability to maintain log throughout the semester
- Ability to concisely summarise activities and discussions

Hours required: approx 10.

This will measure the student's achievement of module learning outcomes K1, L1, P2, P3, T1, T2.

Coursework 1: Investigate new and emerging technologies for teaching and learning:

Date Set: Beginning Week 2

Date Due: Week End Week 7

Percentage contribution: 40% of total module marks

Students will be asked to investigate a new and emerging application of technology in teaching and learning. The student will be required to conduct research in the specific area and report on their findings. The student will also be required to develop examples of teaching materials which uses the technology studied.

Hours required: approx 10.

This will measure the student's achievement of module learning outcomes K1, K2, I1, P3, T2.

Coursework 2: Use internet based tools to support teaching and learning:

Date Set: Beginning Week 6

Date Due: Week End Week 13

Percentage contribution: 40% of total module marks

Students will develop and deploy teaching materials for deployment using the internet. This may include the use of VLEs, and if possible should include the deployment of the material designed for Coursework 1. Students will also be required to discuss and defend their activities.

This will measure the student's achievement of module learning outcomes K1, K2, K3, I2, I3, P1, P2, T1, T2, T3.

Give the distribution of marks between coursework and examination

READING LIST**Required**

Halsall, F., (2001), *Multimedia Communications: Applications, Networks, Protocols and Standards*, Addison-Wesley.

Kurose, J.F. and Ross, K.W., (2003), *Computer networking: a top down approach featuring the Internet*, 2nd ed., Pearson Education

Recommended

Preece, J., (2000), *Online communities : designing usability, supporting sociability*, Wiley

Dawson, C.W., *The Essence of Computing Projects: A Student's Guide*, Prentice-Hall, 2000 (004.07/DAW)

SUMMARY DESCRIPTION

This module provides an understanding of the technology used in various educational applications. Existing and emerging aspects of this technology are investigated and the development of tools to assist teaching and learning is assessed.

MODULE TITLE:	Quality Management for Online Delivery	
	Short Title: QMOD	
MODULE CODE:	COM859	
DATE OF REVISION:	2007/08	
MODULE LEVEL:	7	
CREDIT POINTS:	15	
SEMESTER:	1	
LOCATION:	Campus One	
E-LEARNING:	Fully Online	
PREREQUISITE(S)	None	
CO-REQUISITE(S)	None	
MODULE CO-ORDINATOR(S):	Sterritt R	
TEACHING STAFF RESPONSIBLE FOR MODULE DELIVERY	Sterritt R	
HOURS:		
	eLectures	24 hrs
	eSeminars	0 hrs
	eTutorials	26 hrs
	ePracticals	12 hrs
	Independent study (including assessment)	88 hrs
TOTAL EFFORT HOURS:	150	
ACADEMIC SUBJECT:	Computing	
MODULAR SUBJECT:	None	

RATIONALE

Planning the introduction and development of on-line learning is not trivial. There are many decisions to be made including the choice of virtual learning environment (VLE), resourcing, support, training and patterns of learning. This module covers the theory and concepts of planning for the development of quality e-learning and seeks to heighten awareness of issues relating to the quality issues and implementation of on-line learning assisting tutors to make more informed strategic choices including adjustments to the curriculum and approaches to teaching and assessment. The module provides an opportunity to examine in detail the e-learning requirements of educational establishments with examples of ways in which e-learning can be appropriately integrated with other learning strategies. The role of persons with responsibility for ensuring effective applications of e-learning in educational establishments will also be explored, with examples of good practice highlighted.

AIMS

The aims of this module are to facilitate e-learning practitioners in managing the development of an on-line programme in terms of actual quality and project management as well as the explicit issues, such as social, ethnical, legal, professional, and accessibility, that are of concern to on-line programmes.

LEARNING OUTCOMES

A successful student will be able to show that he/she can:

KNOWLEDGE AND UNDERSTANDING

- K1 Devise and Evaluate critically a plan for the management of resources for the development and implementation of quality policies.
- K2 Evaluate critically project management and eLearning quality in relation to organisational structures and systems.
- K3 Evaluate critically current research and provide demonstrable advanced scholarship via self-direction and originality in managing eLearning planning activities through the investigation and development of quality learning audits.

INTELLECTUAL QUALITIES

- I1 Provide self-direction and originality in solving problems with quality and project management for online learning development.
- I2 Reflect on the spiral of Action Learning associated with managing quality.

PROFESSIONAL/PRACTICAL SKILLS

- P1 Manage an eLearning programme to achieve the organisational objectives and continuous improvement of performance and standards.
- P2 Manage people by advising and supporting the assessment of processes and work environments, the development of measurement systems and the collection, analysis and documentation of information.
- P3 Undertake a substantial piece of work in an learning area and implement a project plan for eLearning, providing recommendations for quality assurance procedures and the promotion of continuous developments.

TRANSFERABLE SKILLS

- T1 Develop a system for continuous quality improvement to ensure organisational success.

CONTENT

Quality and Project Management for eLearning Development
Quality and Project Management Synthesis

Lifecycle Planning
Methodologies, PRINCE II and MITP
Metrics and Estimation
Scheduling and Networks
Appraisal of People Aspects
Appraisal of Team Structure
Classic Mistakes and Risk Management
Software Development Fundamentals
Project Recovery and Best Practices

External Environmental Aspects

Managing the Social and Ethical Issues
Mediated information.
Managing the Legal Issues
Data Protection Act.
Copyright issues.

Managing the Professional Issues

Codes of Practice.
Quality Standards.
Managing the Accessibility Issues
Disability and the Web
SENDA - Special Educational Needs and Disability Act
Seven precepts of Usability and Accessibility.
Computer-Based Assessment and Accessibility
Section 508 and W3C conformance
Conformance checking and Bobby

TEACHING AND LEARNING METHODS

The course tutors will employ a range of teaching and learning methods, including the following: eLectures, eTutorials, simulation and practice exercises and workshops.

eLectures will present core material and example case studies of the application of particular techniques in example problem domains.

ePractical exercises will require students to apply quality management concepts in a range of problem domains, to plan and design for quality delivery of elearning module.

Students will be required to research and read widely from suggested texts and from available on-line resources for emerging elearning standards.

ASSESSMENT

Coursework 1: (sample)

Percentage contribution: 30% of total module marks

The assessment requires the student to critically appraise current practice within an eLearning discipline, in terms of: quality assurance, performance standards and benefits. The project will take the form of an investigative quality audit that will involve the student in reflective

investigations of current practice, audits of procedural and supporting frameworks and the development of new and innovative e-projects for change. Using the reflective practitioner evaluation cycle, the student will investigate new systems, frameworks and institutional goals by exploring a particular process package applicable to a pre-selected groups of learners. The learning programme must follow specific guiding principles whilst developing new and innovative procedures for the enhancement of learning and teaching practice.

This assignment will measure the student's achievement of learning outcomes K1, K2, K3, I1, I2

Coursework 2: (sample)

Percentage contribution: 70% of total module marks

An evaluative report of 3000 words should demonstrate the required action, justifying the programme rationale, curriculum content, assessment techniques and project pathway. A presentation of results will take place through the development of detailed records and professional discussions.

This assignment will measure the student's achievement of learning outcomes K1, I2, P1, P2, P3, T1

<i>Give the distribution of marks between coursework and examination</i>			
100	% Coursework	0	% Examination

READING LIST

Required

- McConnell, S; Software Project Survival Guide, 1998
- <http://www.construx.com/survivalguide/>
- McConnell, S; Rapid Development, Microsoft Press, 1998
- Hughes, B., Cotterell M., Software Project Management, 2nd ed, 1999
- Campbell, A., Yeung, D., 1991, Creating a Sense of Mission, Long Range Planning, 4,4, 90-97.
- Fletcher, S., 1997, Competence and Organisational Change, London, Kogan Page.
- FEU, 1991, Quality Matters: Business and Industry Quality Models and Further Education, FEU.
- DENI, 1999, Improving Quality: Raising Standards - Arrangements for Inspection in Further Education, N.Ireland, DENI.

Recommended (Bibliography Source for Module Material)

- Bucki, L; Managing with Microsoft Project 98; Prima Publishing, 1998

- Craig & Jassim; People and Project Management for IT, McGraw-Hill, 1995
- Lawrie Philips, Allan Sutherland, Jane Seale (eds), Access All Areas: disability, technology and learning, ALT, JISC and TechDis, 2002.
<http://www.techdis.ac.uk/accessallareas/AAA.pdf>
- Phipps, L., Sutherland, A., Seale, J., 2001, Access All Areas: Disability, Technology and Learning, JISC TechDis Service and ALT.

SUMMARY DESCRIPTION

Planning the introduction and development of on-line learning is not trivial. There are many decisions to be made including the choice of virtual learning environment (VLE), resourcing, support, training and patterns of learning. This module covers the theory and concepts of planning for the development of quality e-learning and seeks to heighten awareness of issues relating to the quality issues and implementation of on-line learning assisting tutors to make more informed strategic choices including adjustments to the curriculum and approaches to teaching and assessment. The module provides an opportunity to examine in detail the e-learning requirements of educational establishments with examples of ways in which e-learning can be appropriately integrated with other learning strategies. The role of persons with responsibility for ensuring effective applications of e-learning in educational establishments will also be explored, with examples of good practice highlighted.

MODULE TITLE:	Advanced Instructional Design	
MODULE CODE:	COM860	
DATE OF REVISION:	2007/08	
MODULE LEVEL:	7	
CREDIT POINTS:	15	
SEMESTER:	2	
LOCATION:	Campus One	
E-LEARNING:	Fully online	
PREREQUISITE(S):	Instructional Design, Teaching Technologies	
CO-REQUISITE(S):	None	
MODULE CO-ORDINATOR(S):	McChesney, I R	
TEACHING STAFF RESPONSIBLE FOR MODULE DELIVERY:	McChesney, I R	
HOURS:		
	eLectures	24
	eTutorials	24
	ePracticals	24
	Independent study (including assessment)	78
TOTAL EFFORT HOURS:	150	
ACADEMIC SUBJECT:	Computing	

RATIONALE

Instructional design has evolved beyond the development of static, stand-alone information systems or simple presentations. Modern on-line e-learning applications require dynamic content to facilitate and enhance the user experience. To enable the creation of such interfaces, specialist programming languages and associated tools are available. This module will provide students with the requisite knowledge of these tools and provide opportunities for their practical application.

AIMS

This module aims to provide students with knowledge and experience of a range of tools and techniques to produce dynamic web sites and provide end users with advanced interaction facilities.

LEARNING OUTCOMES

A successful student will be able to show that he/she can:

KNOWLEDGE AND UNDERSTANDING

K1 Describe the essential principles of software technologies underpinning dynamic web systems.

INTELLECTUAL QUALITIES

- I1 Evaluate the relevance of advanced interaction technologies to educational scenarios.
- I2 Compare and evaluate open source and propriety software technologies for advanced instructional design.
- I3 Select appropriate techniques to solve a given interactive educational problem.

PROFESSIONAL/PRACTICAL SKILLS

- P1 Employ effectively a range of tools for the construction of interactive instructional design solutions.
- P2 Develop web pages containing content which is generated at run-time.

TRANSFERABLE SKILLS

T1 Develop and maintain electronic logbooks in support of professional and technical skills development.

CONTENT

Recognising that the technologies covered in this module are changing rapidly, the scripting languages used in the exemplars illustrated below are indicative of the languages that would be used at the time of writing. The module will ensure through an annual review process that the languages and techniques being taught remain apace with current technological advancements.

Technologies for dynamic web content

web servers (e.g. Apache); relational database technology (e.g. MySQL); web scripting languages (e.g. PHP, Javascript).

Advanced markup languages

XHTML, Cascading Style Sheets, RSS.

Interoperability Standards

XML and related technologies, IMS, SCORM.

Open source tools for advanced instructional design

principles of the open source approach; Moodle; phpBB.

TEACHING AND LEARNING METHODS

The module is fully on-line.

Module material will be released as part of eLectures and eTutorials as weekly units via WebCT, progressively increasing in complexity. Units will introduce relevant theory, with reference to the supporting module textbook, but will have a strong practical focus. Through the units students will undertake a graded sequence of exercises providing an opportunity to install and use a range of software tools. Students will be expected to complete each unit in sequence before progressing to the next.

Practical exercises covered in the units will be written up by students in the form of a weekly laboratory notebook. Students may submit their notebooks on a weekly basis. Brief, qualitative feedback will be issued in week 3 and 6. After week 9 all weekly notebooks will be assembled into a single portfolio and submitted as coursework. Summative feedback will be issued in week 11.

Online communication tools will be used to support students in their use of the various software tools. These forums will capitalize upon the typically diverse technical background of students to facilitate peer support and tutoring where appropriate.

Students will be directed to read chapters from the prescribed module textbook in support of the weekly units, plus relevant web resources as indexed on the module web page.

ASSESSMENT

Coursework 1

To ensure students have acquired knowledge of all of the various software technologies introduced within the module, each student will be asked to assemble a weekly lab. notebook of practical work completed. Students will develop these up until the end of week 9 after which they are formally submitted for assessment. This assignment will contribute 30% of the overall mark for the module.

Assessment criteria: detail and clarity of information recorded, evidence that student understands why and how certain tasks have been completed, sophistication of practical tasks completed, completeness of lab notebook in addressing the practical tasks in each relevant unit.

Coursework 1 will assess learning outcomes K1, I1, P1, P2, T1

Coursework 2

Students will develop a web site for a given educational scenario mounted on their own web server incorporating an online database and dynamic web content. In addition, students will be asked to evaluate the role of various web technologies in supporting e-learning activities. The specification will be issued in week 6 and submitted in week 12. This assignment will contribute 70% of the overall mark for the module.

Assessment criteria: functionality and robustness of the software solution, evidence of understanding of underlying technology, range of relevant web technologies evaluated, quality of reflection.

Coursework 2 will assess learning outcomes: I1, I2, I3, P1, P2

100% Coursework

READING LIST

Required

Schafer, S.M. (2003) *Apache, MySQL, and PHP Weekend Crash Course*, Wiley.

Recommended

Bates, C. D. (2006) *Web Programming, Building Internet Applications (3/e)*, Wiley.

Various web resources, e.g:

Advanced Distributed Learning (ADL), Sharable Content Object Reference Model (SCORM) 2004 2nd Edition Overview, 2004, <http://www.adlnet.org/scorm/>

Pilgrim, M. (2002) *What Is RSS* <http://www.xml.com/pub/a/2002/12/18/dive-into-xml.html>

Open Source Initiative (2007) *The Open Source Definition*, <http://www.opensource.org/docs/definition.php>

SUMMARY DESCRIPTION

Instructional design has evolved beyond the development of static, stand-alone information systems or simple presentations. Modern on-line e-learning applications require dynamic content to facilitate and enhance the user experience. To enable the creation of such interfaces, specialist programming languages and associated tools are available. This module will provide students with the requisite knowledge of these tools and provide opportunities for their practical application.

MODULE TITLE:	<i>Collaborative Learning Online</i>	
MODULE CODE:	EDU922J2X	
YEAR OF INTRODUCTION/ REVISION:	2007/2008	
MODULE LEVEL:	7	
CREDIT POINTS:	30	
MODULE STATUS:	Optional	
SEMESTER:		
LOCATION:	Campus One	
E-LEARNING:	Fully online	
PREREQUISITE(S):	none	
CO-REQUISITE(S):	none	
MODULE CO-ORDINATOR(S):	Austin, R	
TEACHING STAFF RESPONSIBLE FOR MODULE DELIVERY:	Austin, R	
	Seminars	45 hrs
	Tutorials	4 hrs
	Independent study (including assessment)	251 hrs
TOTAL EFFORT HOURS:	300	

RATIONALE

This module is designed to meet the professional needs of teachers and members of the education and training community. The Chief Inspector's Report 2004-2006 (2007: 19) identifies ICT as a key recurring theme for teacher development. Northern Ireland has invested heavily in the education technology infrastructure via the Classroom 2000 (C2K) project which includes the provision of the LearningNI Virtual Learning Environment (VLE).

Participants are asked to consider some of the possibilities that are offered by a VLE to promote and develop Collaborative Learning Online (CLO). The module will begin with a comparison of CLO within the face-to-face and online contexts and a consideration of the relevant pedagogical contexts. The focus will then move towards collaborative 'E-tivities' (Salmon, 2002) and examination of the role of the teacher as an e-moderator.

AIMS

The aims of this module are to:

- Explore the theoretical underpinnings, characteristics and practicalities of CLO.
- Examine the roles of both the e-moderator and of students in CLO.
- Provide an opportunity to engage in the design, implementation and evaluation of an E-tivity which is based around CLO.

LEARNING OUTCOMES

A successful student will be able to show that he/she can:

KNOWLEDGE AND UNDERSTANDING

- | | |
|----|--|
| K1 | Understand, explain and contrast the characteristics of F2F and online collaborative group work |
| K2 | Understand and explain the key pedagogical approaches to promoting CLO and justify the approach which they take in designing their E-tivity. |
| K3 | Understand and explain Salmon's (2002) Etivities concept and the Five Stage Model |

INTELLECTUAL QUALITIES

- | | |
|----|---|
| I1 | Demonstrate a commitment to a critical understanding of practice; |
| I2 | Locate, synthesise and discuss academic literature relevant to a specific topic; |
| I3 | Evaluate the strengths and limitations of evidence in the context of a specific study; |
| I4 | Apply educational concepts and models encountered through teaching and literature to aspects of their own professional context. |

PROFESSIONAL/PRACTICAL SKILLS

- | | |
|----|---|
| P1 | Construct, support and evaluate online activities which are designed to promote CLO |
| P2 | Apply the process of critical reflection to improve their practice and enhance the learning of their students |
| P3 | Integrate and apply experience, research and relevant literature to professional practice in context; |
| P4 | Demonstrate the capacity to work collaboratively with co-participants on issues of shared professional interest |
| P5 | Develop the capacity to affect change in their own institutional setting. |

TRANSFERABLE SKILLS

- | | |
|----|--|
| T1 | Communicate effectively in an online collaborative environment and in a written essay. |
| T2 | Provide supportive emoderation of online discussions which promote CLO |
| T3 | Locate data, information and literature from appropriate sources |
| T4 | Work collaboratively on a range of issues with those from different professional contexts. |

CONTENT

1. Reflection on students' experience of online learning to date
2. What is CLO? Comparing F2F and online collaborative learning. Learning sets and roles in an online setting.
3. Pedagogies for CLO
4. Salmon's Five Stage Framework Model
5. Stages 1 – 5
 - Access and Motivation
 - Online Socialisation
 - Information exchange
 - Knowledge Construction
 - Development
6. Planning and designing Etivities
7. Etivities in Practice
8. Evaluation of Etivities

TEACHING AND LEARNING METHODS

This is an online module and will use WebCT's online teaching structure and tools to support learning. The module is focused on CLO and is delivered through CLO. Strategies used to enhance and facilitate student learning include asynchronous and synchronous discussions. The former take the form of context-focused group discussions in which participants rotate the roles of group leaders and scribes. All of these discussions promote critical dialogue, debate and collaboration. Online synchronous conferencing will be used for small group and tutorial work. Independent learning materials will be available to support the development of research skills. Students will be directed to read the online literature provided and link to the sites contained in the module and use the information as a basis for development. Local case studies are provided in video format where practitioners describe and explain their use of ELearning.

ASSESSMENT

Assessment will take the form of two assignments.

ASSIGNMENT EXEMPLAR 1 (2000 WORDS, 30% OF MODULE MARKS)

This assignment will assess Learning outcomes: K3, I1, I2, I4, P1, P2, T1, T3

Re-read and reflect on your contributions to the online discussions (asynchronous and synchronous) for this module. Evaluate your learning in the context of Salmon's Five Stage Model.

ASSIGNMENT EXEMPLAR 2 (4000, 70% OF MODULE MARKS)

This assignment will assess Learning outcomes: K1, K2, K3, I1, I2, I3, I4, P1, P2, P3, P4, P5, T1, T2, T3, T4

1. Design an E-tivity (construct a detailed plan based the templates provided) on a topic of your choice. The etivity must involve some collaborative learning online using synchronous/asynchronous conferencing or both.

2. Implement the Eivity (acting as e-moderator for the activity amongst a small (4/5) group of your peers) a short (maximum participant contribution 1 hour).
3. Evaluate the effectiveness of your Eivity with reference to the evaluation proformas provided and to relevant literature.
4. Critically reflect on the findings and Suggest further modifications that would enhance its development. Include a reflective account of your own learning throughout the process of development of the Eivity.

The assessment will be based upon 100% coursework with a pass mark of 50%.

100 % Coursework

Required reading

Salmon, G. (2002) *E-tivities – the key to active online learning*. Kogan Page. ISBN 0749436867

Recommended:

Austin, R. and Anderson, J. (1007) *e-Schooling: global messages form a small island*, Routledge, London.

Disessa, A. (2000) *Changing Minds: Computers Learning and Literacy*. The MIT Press Cambridge Press MA.

Holmes, B. and Gardner, J. (2006) *Elearing: Concepts and Practice*, Sage, London

Kim, A.J. (2000) *Community Building on the Web*. Peachpit Press

Martin, M. (2001) *Videoconferencing in Teaching and Learning*. WELB, Omagh.

McConnell, D. (2000) *Implementing Computer Supported Co-operative Learning*. London: Kogan Page.

Palloff, R. (1999) *Building Learning Communities in Cyberspace*. New York Jossey Bass Wiley.

Salmon, G. (2000) *E-Moderating: the Key to Teaching and Learning Online*. London, Kogan Page

Weller, M (2002) *Delivering Learning on the Net: the why, what, and how of online education*. London, Kogan Page

Journals:

ALT-J This Journal is available online and at the Coleraine campus

British Journal of Educational Technology (Available online and at Jordanstown, Magee and Coleraine)

Computers and Education (Available online and at Jordanstown, Magee and Coleraine)

Educational Technology (Available online and at Jordanstown and Coleraine)

Interactive Learning Research (Formerly the Journal of Artificial Intelligence in Education).
<http://www.aace.org> |

Web Resources:

All things in Moderation (Gilly Salmon)
<http://www.atimod.com/>

BECTA
<http://www.becta.org.uk/index.cfm>

Blackboard.com
<http://www.blackboard.com/>

Joint Information Systems Committee
<http://www.jisc.ac.uk>

The Knowledge Network (Toronto District School Board, Virtual School)
<http://www.tdsbknowledgenetwork.ca>

Classroom 2000 (C2k)
<http://www.c2kni.org.uk/>

Alan November
<http://www.anovember.com>

SUMMARY DESCRIPTION

This module embraces the use of online environments to promote collaborative learning. Collaboration lends itself to a constructivist approach to learning in which the learners are at the centre of the learning process. It provides a critical community for articulating, challenging and clarifying ideas and for promoting knowledge-building communities. Opportunities will be provided for evaluating online courses and online learning and participants will appreciate the learning and teaching implications surrounding the design and implementation of teaching online.

E-Portfolios – Personal Development Planning

MODULE TITLE	E Portfolios - Personal Development Planning
MODULE CODE:	EDU953
DATE OF REVISION ;	2007/2008
MODULE LEVEL:	7
CREDIT POINTS:	30
MODULE STATUS:	Optional
SEMESTER:	1
LOCATION:	Campus One
E-LEARNING:	Fully online
PREREQUISITIE(S):	None
CO-REQUISITE(S):	None
MODULE CO-ORDINATOR(S):	Victor McNair
TEACHING STAFF RESPONSIBLE FOR MODULE DELIVERY:	McNair, V
HOURS:	Lectures 45 Hours Tutorials 10 Hours Collaborative Learning 50 Independent study 195 Hours
TOTAL EFFORT HOURS:	300 Hours
ACADEMIC SUBJECT:	Education

MODULE RATIONALE

Lifelong learning policy has recently included how learners should record, maintain and develop evidence of their learning. European and national directives regarding e-portfolios have given impetus to how Personal Development Planning (PDP) should be developed and managed. Further importance is attached to PDP by the growing numbers of people for whom one occupation for life, in one location, is no longer possible or desirable. Modern education has to prepare people for changing professional, vocational and geographical circumstances. Thus, the emerging consensus that career-long planning should include how learners record and build on their personal and social, decision-making and metacognitive skills and apply them to ever changing contexts is a strong feature of the module content.

The application of PDP to a range of contexts is examined as is the medium through which the process is recorded - e-portfolios. How to equip those responsible for integrating PDP into their teaching and learning programmes will be addressed, as will the practicalities of using and maintaining e-portfolios.

Once the rationale for PDP and its implications for teaching and learning are established the module will include issues of interoperability, migration of data and progression from one learning context to another. These issues will be addressed from personal and institutional perspectives and the implications for individual learners drawn out.

For PDP to provide an effective foundation for lifelong learning, providers need to be equipped with a systematic and comprehensive understanding of their role in providing effective leadership which is learner-centred, well informed and resourced. Only then will PDP be the sustainable lifelong process it is intended to be.

MODULE AIMS

To provide practitioners with the skills and knowledge needed to provide effective Personal Development Planning activities and strategies in the context of their school, College or Higher Education Institution.

By undertaking this module participants will :

- Understand the development of Personal Development Planning policy
- be able to identify the core elements of effective Personal Development Planning;
- reflect critically on the application of e-portfolios and their role in Personal Development Planning;
- review and reflected on the theories and practices of the process of Personal Development Planning, critically examining his/her own practices in this area.
- evaluate the role of Personal Development Planning in lifelong learning.

LEARNING OUTCOMES:

A successful student will be able to show that he/she can:

KNOWLEDGE AND UNDERSTANDING

- K1 Understand the relationship between policy, practice and institutional context relevant to Personal Development Planning;
- K2 increase their knowledge of educational policies and practices in the use of e-portfolios for Personal Development Planning;
- K3 demonstrate familiarity with a range of research methodologies and data collection techniques which facilitate the analysis of practice;
- K4 develop their experience, knowledge and understanding of reflective practice in the application of Personal Development Planning in teaching and learning.

INTELLECTUAL QUALITIES

- I1 demonstrate curiosity about and a commitment to a critical understanding of practice;
- I2 have the ability to locate, synthesise and discuss academic literature relevant to a specific topic;
- I3 evaluate the strengths and limitations of evidence in the context of a specific study;
- I4 be able to apply educational concepts and models encountered through teaching and literature to aspects of their own professional context;
- I5 be able to evaluate and discuss analytical results in the broader research context;
- I6 demonstrate independent thought in relation to the conduct of research, analysis and recommendations for future action

PROFESSIONAL/PRACTICAL SKILLS

- P1 apply the process of critical reflection to improve their practice and enhance the learning of their students
- P2 integrate and apply experience, research and relevant literature to professional practice in context;
- P3 initiate action on practice, collect data to evaluate its impact, analyse it and modify the approach accordingly;
- P4 demonstrate the capacity to work collaboratively with co-participants on issues of shared professional interest to help develop the capacity to affect change in their own institutional setting.

TRANSFERABLE/KEY SKILLS

- T1 have developed and practiced investigative and problem solving skills
- T2 have demonstrated the ability to communicate information and findings in a variety of formats, including oral and written reports, essays and projects
- T3 be experienced in locating data, information and literature from appropriate sources
- T4 have worked collaboratively on a range of issues with those from different professional contexts.
- T5 have acquired the capacity to apply appropriate research methods to different educational situations

CONTENT

Introduction to the Course

The aims and objectives of the course will be identified in relation to the key elements of effective Personal Development Planning. In particular the role of the reflective practice in the development of PDP will be introduced.

Assessment requirements will be set out and the group introduced to each other and to the tutors.

Context and Development of PDP and e-portfolios

The context and development of PDP and e-portfolios will be examined and reviewed in order to identify the influences of, for example, government initiatives and employment factors.

Core Elements of Effective PDP

The definition and understanding of effective PDP will be examined, especially in relation to its core elements of:

- (a) Pupil Profiling .
- (b) Professional and vocational development.
- (c) Recording and maintaining personal development records.
- (d) A range of e-portfolios and their applications.

Lifelong Learning Choices and Decision-Making

Developing and maintaining career-long record of achievement.

The Theory and Practice of Personal Career Planning

The process of Personal Career Planning background theories and how they can be best put into practice, participants will have the opportunity to critically examine their own work in this area.

The Impact of Personal Development Planning on teaching and learning: Self-Evaluation: School-based Applications

Through self-evaluation and school-based applications, participants will be able to put into practice their work in the earlier part of the module, as they work together reviewing classroom practices. Interoperability and planning for the future.

LEARNING AND TEACHING METHODS

Strategies used to enhance and facilitate student learning include online lectures, group seminars, individual tutorials, peer tutoring, student presentations and context-focused activities. All of these promote critical dialogue and debate, problem solving and collaboration. Multiple media communication including online conferencing will be used for small group and tutorial work. Independent learning materials will be available to support the development of research skills.

ASSESSMENT

Course participants will complete two assignments, exemplars of which are:

ASSIGNMENT EXAMPLARS

Exemplar 1:

Analyse and discuss the implications of recent developments in e-portfolio application and use:

- (a) you the teacher; and
- (b) your educational institution as a whole.

Length: 2500 words; weighting: 40%.

Exemplar 2:

Prepare a professional development portfolio which:

- (a) Illustrates a reflective analysis of potential or actual work in relation to the application and use of e-portfolios.
- (b) Identifies an area of the application and use of e-portfolios which could or should be developed, in the light of evidence gathered.
- (c) Sets up an action plan for this area/aspect of the work.

Length: 3500 words; weighting: 60%.

All learning outcomes will be assessed by these two assignments

READING LIST

Required reading

Ash, L.E., (2000), *Electronic Student Portfolios*, Pearson, Ill.

British Educational Communications and Technology Agency, 2006, *BECTA's View: E-assessment and e-portfolios*, BECTA, Coventry.

Dearing, R, 1996, *Review of Qualifications for 16-19 Year Olds*, Schools Curriculum and Assessment Authority, London.

Department of Education and Employment (1997) *Better Choices: Effective Actions Planning*. London: DfEE.

Quality Assurance Agency for Higher Education, 2001, *Guidelines for HE Progress Files*, QAA, London.

Shaw, J. and Ward, R., (2001), *Progress File and Higher Education*, DfEE, London.

Recommended Reading

Ball, E., Daly, W.M. and Carnwell, R., (2000), The use of portfolios in the assessment of learning and competence. *Nursing Standard*. 14, 43, 35-37.

Barrett, H., (2004), *Metaphors for Portfolios*, <http://electronicportfolios.org/metaphors.html>, updated November 2, 2004, Accessed December 2005.

Barton, J. and Collins, A. (1993), 'Portfolios in Teacher Education', *Journal of Teacher Education*, 44 (3), pp. 200-210.

Borko, H., Michalec, P., Timmons M. and Siddle J. (1997), 'Student Teaching Portfolios: A Tool for Promoting Reflective Practice' *Journal of Teacher Education*, 48(5), pp. 345-357.

Burgess, R., (2004) *Measuring and Recording Student Achievement*, Report of the Standing Conference of Principals (SCOP), Universities UK, London.

Cambridge, D., (2005), *Integral ePortfolio Interoperability with the IMS ePortfolio Specification*. New Century College, George Mason University, VA.

Campbell, D.M., Cignetti, P.B., Melenzyer, B.J., Nettles, D.H. and Wyman, R.M. Jnr., (2003), *How to develop a professional portfolio: A Manual For Teachers*, (3rd Edn), Pearson, Boston MA.

Convery, A. (1998), 'A Teacher's Response to 'Reflection -in-action'', *Cambridge Journal of Education*, 28 (2), pp. 197- 205.

Dearing, R., 1996, *Higher Education for the 21st Century*, the report of the National Committee of Inquiry into Higher Education, DfEE, London.

Dearing, R, 1997, *Higher Education in a Learning Society*, The Report of the National Committee of Inquiry into Higher Education, HMSO, Norwich.

EDUCAUSE National Infrastructure Learning Initiative (2005), E-Portfolios, http://www.educause.edu/content.asp?page_id=5524&bhcp=1

EDUCAUSE National Infrastructure Learning Initiative (2006), E-Portfolios, http://www.educause.edu/content.asp?page_id=5524&bhcp=1

European Commission, March 2000, Presidency Conclusions of the Lisbon European Council 23rd and 24th March 2000, http://ue.eu.int/ueDocs/cms_Data/docs/pressData/en/ec/00100-r1.en0.htm

European Commission, November 2001, Communication Number COM (2001) 678 final, Making a European Area of Lifelong Learning A Reality, Communication from the Commission, Brussels.

European Commission, 2005, i2010 – A European Information Society for growth and employment, Communication From The Commission To The Council, The European Parliament, The European Economic And Social Committee And The Committee Of The Regions, Communication Number COM(2005) 229 final, Brussels.

European Institute for E-Learning (2005), Why do we need an e-portfolio? <http://www.eife-l.org/portfolio>.

Grant, S. (2005) Clear e-portfolio definitions: a prerequisite for effective interoperability . In: Proceedings of ePortfolio 2005, October 27-28, Cambridge, UK.

Guidelines for Progress Files, Report of the Quality Assurance Agency for Higher Education, <http://www.qaa.ac.uk/academicinfrastructure/progressFiles/guidelines/progfile2001.pdf>

Hall, J. and Powney, J., (2003), Progress Files, An Evaluation of the Demonstration Projects, Department for Education and Skills research briefing number 426.

Harrington, H. (1992), 'Fostering Critical Reflection through Technology: preparing prospective teachers for a changing society', *Journal of Information Technology for Teacher Education*, 1 (1), pp. 67-82.

Hatton ,N. and Smith, D. (1995), 'Reflection in Teacher Education: Towards Definition and Implementation', *Teaching and Teacher Education*, 11 (1), pp. 33-49.

Hédia, M. S. (2004) "Eportfolio: durée de vie et sécurité." In EIfEL (2004), p.278.

IMS, Global Learning Consortium (2004), The e-Portfolio Advantage, <http://support.imsglobal.org/eportfolio>

Kimbell, R., (2006), Innovative performance and Virtual Portfolios – a tale of two projects, *Design and technology Education: an International Journal*, 11 (1), 18-30.

Klenowski, V. (2000), 'Portfolios: promoting teaching', *Assessment in Education*, 7,(2), pp. 215-236.

Korthagen, F.A. and Wubbels, T. (1995), 'Characteristics of Reflective Practitioners: Towards an operationalization of the concept of reflection', *Teachers and Teaching: Theory and Practice*, 1 (1), pp. 51-72.

Lorenzo, G, and Ittleson, J., (2005), An overview of e-portfolios, EDUCAUSE Learning Initiative Paper, July 2005, D. Oblinger (Ed.),

Mc Givern, D. and Crawford, G., (2004), Personal Development Planning (PDP), Report on the Outcomes of the PDP Pilots 2003 -2004, University of Ulster, Jordanstown.

McGrath, S., Quoin, P., Trapnell, T. and Wilton D. (2005), What is an eportfolio? <http://www.deskootenays.ca/wilton/eportfolios/whatitis.php>

Meyer, K. D. and Tusin, F. L. (1999), 'Preservice Teachers' Perceptions of Portfolios: Process Versus Product', *Journal of Teacher Education* , 50 (2), pp. 131-139.

Mokhtari, K., Yellin, D., Bull, K. and Montgomery, D. (1996), 'Portfolio Assessment in Teacher Education: Impact on Preservice Teachers' Knowledge and Attitudes' *Journal of Teacher Education*, 47 (4), pp. 245-251.

Orland-Barak,L., (2005) Portfolios as evidence of reflective practice: what remains 'untold', *Educational Research*, Vol. 47, No. 1, March 2005, pp. 25 – 44.

Quality Assurance Agency for Higher Education, 2000, Developing a progress file for HE: summary report of the consultation exercise, QAA, London.

Richardson, A., (1998), Personal professional profiles. *Nursing Standard* 12, 38, 35-40.

Schwartz, S., 2004, Fair admissions to higher education: recommendations for good practice, Report of the Admissions to Higher Education Steering Group, DES, London.

Tomlinson, M., 2002, Inquiry into A Level Standards: Final Report, Qualifications and Curriculum Authority, London.

University of Ulster Teaching and Learning Committee, 2004, Personal Development Planning: Policy Document. University of Ulster, Jordanstown Northern Ireland.

Wade, A. & Abrami, P.C. (2004) "E-portfolios in Quebec Schools." In EIfEL (2004), p.55. Ahonen, M. & Murto, H. (2004) "Building a Digital Portfolio that Supports Informal Learning, Creativity and Mobility – a Design Science Viewpoint." In European Institute for E-Learning (2004), p.263.

SUMMARY DESCRIPTION

This module examines the application of Personal Development Planning to a range of teaching, learning and professional development contexts. E-portfolios are examined as is the medium through which the process is recorded and there is a strong focus on how to equip those responsible for integrating PDP into their teaching, learning and support programmes. The module will also focus on the practicalities of using and maintaining e-portfolios in short and long-terms contexts.

MODULE TITLE:	Research Design and Initiation	
MODULE CODE:	EDU 958	
MODULE LEVEL:	7	
CREDIT POINTS:	30	
SEMESTER:	2	
LOCATION:	Online (Supported face-to-face where appropriate)	
PREREQUISITE(S)	None	
CO-REQUISITE(S)	None	
MODULE CO-ORDINATOR(S):	Irwin, T	
TEACHING STAFF RESPONSIBLE FOR MODULE DELIVERY:	Reilly, J and Abbott, L	
HOURS:	Lectures	36 hrs
	Seminars	72 hrs
	Tutorials	12 hrs
	Independent study (including assessment)	180 hrs
TOTAL EFFORT HOURS:	300	
ACADEMIC SUBJECT:	Education	

RATIONALE

This module aims to support students in preparation for their educational research study by dissertation. Educational research has been described as a form of inquiry that goes beyond the acquisition (or collection) of facts; a form of study that will inform how we may currently act, or, do things 'better' than they have been done in the past. The emphasis will be to improve; and the research will inform ethical educational practice, be comparative (in terms of the conditions and effects of various forms of social action) and support or lead to social action (change or development). During this module practitioners will demonstrate, through critical argument, the idea or assumption they have (topic) within the field of education policy and practice, in order to understand the environment they currently (or plan to) operate within and its surrounding constructs. A degree of conceptual analysis will go before all educational studies. The module will initiate this process by developing the theoretical and conceptual process of evaluation and its value in informing future methodological and analytical inquiry, and will form the basis of an application for research including ethical requirements.

AIMS

This module aims to support the development of a proposal for an educational research project in connection with the student's current teaching-related practices. The course will provide conceptual clarity and methodological insights to those new to the field of research. The module will emphasise the importance of theorising as a core part of the educational enquiry, research methodological design techniques that will help practitioners to collect information about the 'theoretical idioms' they wish to clarify, evidential and statistical methods, and project design and management processes involved in research planning, initiation and dissemination. The module will support students in:

- (i) planning and designing an educational research project using appropriate guiding principles;
- (ii) selecting a topic using theoretical and investigative methods;
- (iii) identifying objectives for your study by describing conceptual classifications;
- (iv) collecting and analysing concepts using a range of methods;
- (v) developing a plan for research with appropriately critiqued educational review and data collection methods;
- (vi) identifying and designing quantitative and/or qualitative approaches to research exploring suitable methods and measures of analysis;
- (vii) presenting a project plan using suitable evaluative and practical resources;
- (viii) completing an ethical self-assessment form suitable for postgraduate research approval.

LEARNING OUTCOMES

A successful student will be able to show that he/she can:

KNOWLEDGE AND UNDERSTANDING

K1 Locate and access research information through a variety of sources including electronic search facilities.

K2 Compare and evaluate information in order to present a critical review of the literature associated with the topic.

K3 Recognise and explain the characteristics of quantitative and qualitative research designs.

K4 Demonstrate knowledge of the strengths and weaknesses of different research methods, to include sampling, use of questionnaires, interviews, action research and case studies.

K5 Select an appropriate research method and justify its adoption.

K6 Devise a practical and rigorous research proposal.

INTELLECTUAL QUALITIES

I1 Demonstrate analytical thinking skills.

I2 Demonstrate synthesising thinking skills.

I3 Demonstrate decision-making skills.

I4 Demonstrate research skills.

PROFESSIONAL/PRACTICAL SKILLS

P1 Work independently with tutor support.

P2 Demonstrate a critical understanding of research design.

P3 Plan and present a research proposal.

P4 Establish the validity and reliability of the research instruments.

P5 Analyse data through computer programmes and statistical techniques.

P6 Use writing in a critical way to develop thought and do process as well as product writing.

TRANSFERABLE/KEY SKILLS

T1 Use IT and databases to access information about the research topic.

T2 Use IT to present coursework and assist record keeping.

T3 Work effectively to meet deadlines.

T4 Write succinctly in a logical and sequential manner to ensure that word limits are met.

T5 Acknowledge the work of others through proper citation and attribution.

T6 Write in a manner that avoids racist, sexist and disablist language.

CONTENT

Theorizing and Critiquing

The literature review. Developing a critical and theoretical perspective. The eLearning problem.

Hypothesising and Investigating

Clarifying your question/problem. The development of a pilot enquiry. Informing and improving practice. Using committees of practice to support the research study plan.

Educational Research Methods

The educational research cycle. Issues in educational research. Quantitative and qualitative methods. Access, reliability and validity. Research instruments. Participative research and action research. Ethical considerations.

Research Ethics

Ethical considerations in educational research and the importance of voluntary informed consent. The process of self-assessment. Ways in which ethical and measurement considerations impinge on research and the kinds of principles involved.

Analysing Data

Presenting data, pictorial statistics, measures of central tendency, normal curves, correlation and inference.

The Research Plan

The theoretical consideration. Clarity and focus in educational research planning. The research proposal.

LEARNING AND TEACHING METHODS

The course tutors will employ a range of teaching and learning methods, including lectures, seminars and tutorials. An individual mentor/assessor will support individuals during the process of learning and assessment either face-to-face or online.

ASSESSMENT

100% Coursework

Assignment 1 – Seminar Papers

20% for seminar work developing scholarship and conceptual clarification for research.

1. Paper 1 – Theoretical Research Idea. Students will offer a critique of relevant literature (1,000 words) supporting a sound research topic for consideration. Students will work in small conferencing (seminar) groups online or face-to-face to develop this idea into a robust plan. Peer and tutor feedback will be offered formatively to support candidates in working towards assignment 2.
2. Paper 2 – Methodological Consideration. Students will write a robust methodological paper

(1,000 words) offering information on the project aim, key methods (qualitative and quantitative, including triangulation) for seminar consideration. Again peer and tutor feedback will be offered to support candidates in working towards assignment 2.

Assignment 2

The assignment requires each participant to prepare a word processed research proposal. This is to include:

- a) a title of the area of investigation
- b) a brief description of the area of investigation
- c) an explanation and justification for its selection
- d) the overall aim of the investigation
- e) a rationale, which critically reviews the relevant literature
- f) the objectives/research questions to be investigated
- g) an explanation and justification of the research methods to be employed
- h) characteristics of the sample and sampling techniques to be used
- i) ethical considerations to be addressed
- j) an outline of data analysis to be undertaken
- k) a timetable for completion of the investigation
- l) limitations of the study
- m) a properly referenced bibliography.

(Maximum 2,500 words, 70%)

Assignment 3

10% of marks will be awarded for the submission of a coherent self-assessment form supported by sample data collection instruments. This plan will facilitate the candidate in submitting their project for approval through the course committee and where appropriate research ethics approval will be sought. (1500 words max)

Reading List

Required

Bell, J. (2005) *Doing Your Research Project: A Guide for First Time Researchers in Education and Social Science* (2nd Edn.). Philadelphia, Open University Press.

British Educational Research Association (2004), *Revised Ethical Guidelines for Educational Research*. Nottingham: BERA.

Bryman, A. (2004) *Social Research Methods* (2nd Edn.). Oxford: Oxford University Press.

Cohen, L., Manion, L. and Morrison, K. (2007) *Research Methods in Education*. (6th Edn.). London: Routledge.

Coleman, M. and Briggs, A.R.J. (2002) *Research Methods in Educational Leadership and Management*. London: Paul Chapman Publishing.

Denzin and Lincoln, Y.S. (Eds.), (2005). *Handbook of Qualitative Research*. London: Sage.

Rickinson, M. (2005) Tool-kit 1: planning your research project, *Topic*, Issue 34, pp.4–11.

University of Ulster (2005), Research Ethics: Information for the School of Education, Belfast, University of Ulster, http://www.socsci.ulster.ac.uk/education/SOE_Ethics.pdf

Wilson, N. and McClean, S. (2003) *Questionnaire Design: A Practical Introduction*. (2nd Edn.). University of Ulster.

Recommended

- Ackroyd, S. and Hughes, J. (2003). *Data Collection in Context*. London: Longman.
- Burton, D. (2000). *Research Training for Social Scientists*. London: Sage Publications.
- Carr, W. & Kemmis, S. (1999) *Becoming Critical: Education, Knowledge and Action Research*. London: Falmer Press.
- Denzin, N.K. (1989) *The Research Act* (3rd Edn.). NJ: Prentice Hall.
- Fink, A. (1995) *How to Design Surveys*. London: Sage.
- Murray, R. (2002) *How to Write a Thesis*. Buckingham: Open University Press.
- Munn, P. and Drever, E. (2004) *Using Questionnaires in Small-Scale Research: A Beginner's Guide*. Glasgow: SCRE/University of Glasgow.
- Opie, C. (ed.) (2004) *Doing Educational Research: A Guide for First Time Researchers*. London: Sage Publications Ltd.
- Oppenheim, A.N. (2000) *Questionnaire Design, Interviewing and Attitude Measurement*. London: Continuum.
- Punch, K.F. (2000) *Developing Effective Research Proposals*. London: Sage Publications Ltd.
- Punch, K.F. (2005) *Introduction to Social Research: Quantitative and Qualitative Approaches* (2nd Edn.). London: Sage Publications Ltd.
- Yin, R.K. (2003) *Case Study Research: Design and Methods* (3rd Edn.). London: Sage Publications Ltd.

Electronic Sources

- Designing a research project
www.soc.surrey.ac.uk/sru
www.socialresearchmethods.net
- Quantitative vs. qualitative research strategies
www.nova.edu/ssss/QR/QR3-4/jones.html
- Conducting a literature review
www.wok.mimas.ac.uk
- Sampling techniques
www.socialresearchmethods.net/kb/sampling.htm
- Designing a survey or questionnaire
www.qb.soc.surrey.ac.uk/docs/home.htm
www.socstats.soton.ac.uk/cass
- Quantitative data analysis
www.cas.lancs.ac.uk/glossary_v1.1/main.html
www.utexas.edu/its/rc/tutorials/stat/spss/spss1
- Qualitative data analysis
www.caqdas.soc.ac.uk
- Ethical guidelines (BSA code of ethics)
www.britsoc.co.uk/Library/Ethicsguidelines2002updatedMay04.doc
www.lancs.ac.uk/fss/resources/ethics
- Writing up your research report
www.trinity.edu/mkearl/research.html

- Other useful sites
www.copac.ac.uk/copac
www.bids.ac.uk
www.nicenet.org
www.scre.ac.uk
www.nfer.ac.uk

SUMMARY DESCRIPTION

The Research Design and Initiation module introduces students to the key ideas and issues that underpin educational research theory and practice. It provides a research methods course to guide them in commencing their own empirical research project. All students will have developed knowledge, insight and skills as reflective practitioners in the classroom or practice situation, and many will be very familiar with action research. This module is designed to widen their views of research enquiry, to help students organise, implement and progress an educational research project by dissertation encompassing good practice in primary and secondary research, methodological design, analytical insightfulness and piloting, and implementation planning including ethical enquiry.

MODULE TITLE:	RESEARCH STUDY	
MODULE CODE	EDU928	
MODULE LEVEL:	7	
CREDIT POINTS:	60	
SEMESTER:	1 and 2	
LOCATION:	Campus One	
E-LEARNING:	Fully online	
PREREQUISITE(S)	Research Methods	
CO-REQUISITE(S)	None	
MODULE CO-ORDINATOR(S):	Professor GJ McAleavy	
HOURS		
	Supervision	12 hrs
	Independent study	588 hrs
TOTAL EFFORT HOURS:	600 hrs	
ACADEMIC SUBJECT:	Computing and Education	

RATIONALE

This research study is designed to meet the needs of lifelong learning practitioners (eg. Tutors, managers, lifelong learners, parents, organisers) who are required to conduct cycles of reflective action-based research in order to improve quality and address challenges posed by the demands of the rapidly changing sectors of training, further and higher education, community and voluntary education and the business community. The focus of improvement will, in many cases, be directed toward the sustainability of enterprise and life opportunities for communities, taking into account the importance of social and informal learning for personal and organisational development.

AIMS

The module will enable lifelong learning practitioners to initiate and further develop their knowledge and practice through autonomous investigation into a selected zone of lifelong learning policy or practice.

LEARNING OUTCOMES

A successful student will be able to show that he/she can:

KNOWLEDGE AND UNDERSTANDING

- K1 Identify the research community.
- K2 Identify and critically review relevant literature
- K3 Sample, aggregate and categorize appropriate evidence

INTELLECTUAL QUALITIES

- I1 Examine the concept of writing for an academic audience through collaborative, academic and peer support.

PROFESSIONAL/PRACTICAL SKILLS

- P1 Conduct an independent study.
- P2 Conduct an in-depth analysis of evidence.
- P3 Provide an evidential basis for the development of lifelong learning practices.
- P4 Produce a paper suitable for public output in a community, business, professional or academic journal.

TRANSFERABLE SKILLS

- T1 Produce a coherent study demonstrating the ability to contribute to the development of knowledge concerning lifelong learning in an original manner.

CONTENT

The study will be an independent study of policy or practice in lifelong learning. An original topic for study will be selected and approved by the course tutor and will be of sufficient depth to enable a substantive investigation to be carried out. The candidate will identify an issue for examination and will devise and justify an appropriate methodology for investigation. Evidence will be collected relating to the issue under investigation; such evidence may relate to policy decision-making, organisational matters or practice developments. There will be a review of recent and relevant literature critically focused on the application of theoretical concepts to the issue under investigation and testing the concepts against the reality of policy and practice. The study will be oriented towards problem solving and the provision of evidence-based conclusions designed to effect improvement in policy or practice. This may be achieved through the construction of a robust model for good practice or the informed re-conceptualisation of values and principles underpinning current policy and practice.

TEACHING AND LEARNING METHODS/HOURS

This programme will be supported through distance learning materials. Collaborative and interest group sessions will be facilitated through the use of online learning resources and groups seminar sessions. Each student will be appointed an academic supervisor who will normally drawn from among the teaching team.

ASSESSMENT

Percentage contribution: 100% of total module marks

The study document will be a paper suitable for consideration for public dissemination at a conference or in a professional or academic journal.

The paper will include a rationale, methodology, literature review (separate or integral), data presentation, analysis, findings and recommendations. References will be provided and will conform to Harvard specifications.

The author will ensure that ethical procedures have been followed.

Word length: 7000 words

This assignment will measure the student's achievement of all module learning outcomes.

READING LIST

Required

Murray, L., Lawrence, B., 2000, Practitioner-based Enquiry: Principles for Postgraduate Research, London, (and New York), Falmer Press.

Livingston, R., Robinson, A., 1995, Research in Education for Professional Development: A Learning Pack, Coleraine, University of Ulster,
[Http://193.61.136.110/lifelong/Info.html](http://193.61.136.110/lifelong/Info.html)

McMillan, J.H., 2000, Educational Research: Fundamentals for the Consumer, New York (and Reading), Longman.

Pring, R., 2000, Philosophy of Educational Research, New York, Cassell.

Wilkinson, D., 2000, The Researcher's Toolkit: the Complete Guide to Practitioner Research, London, Routledge & Falmer.

Recommended

Walliman, N.S.R., Baiche, B., 2000, Your Research Project: A step-by-step Guide for the First-Time Researcher, London, Sage.

Gillham, W.E.C., 2000, The Research Interview- Real World Research, London, Continuum.

Teichler, U., Sadlak, J., UNESCO, 2000, Higher Education Research: its Relationship to Policy and Practice, Oxford, Pergamon.

Cohen, L., Manion, L., 1994, Research Methods in Education, London, Routledge.

Great British Education Service Advisory Committee and Great British Health and Safety Commission, 2000, Managing Health and Safety Aspects of Research in Higher and Further Education, Sudbury, HSE Books.

World Bank, 1993, The World Bank Research Programme - Abstracts of Current Studies, World Bank.

SUMMARY DESCRIPTION

The module is designed to offer practitioners in lifelong learning the opportunity to carry out an independent and original study intended to illuminate issues relating to a selected topic and provide an evidential basis for development.