Module description:
This module aims to introduce students to some of the key considerations in educational content development, its management, and the context in which it takes place. This will include theories of learning design and the meaning of ‘content’, including in a technology-enhanced mode. Students will be encouraged to develop specific skills in the design and quality assurance of educational content through a range of theoretical and practical activities, and will also have the opportunity to develop general transferable skills in reviewing, editing and project management.

This module aims to:
▪ Provide students with an overview of various educational content development processes.
▪ Provide students with an understanding of key considerations and techniques in the development of learning content.
▪ Develop students’ knowledge and skills in designing and creating learning content in line with intended learning outcomes and appropriate to the needs of learners.
▪ Raise awareness of current trends in educational content and develop students’ critical evaluation skills in relation to the effectiveness of content in learning and teaching.

Learning outcomes
On completion of this module, students will be able to:
▪ Evaluate the impact of learning design theories on content development.
▪ Explain core content development roles and their contribution to the development workflow, including estimating resources and time required.
▪ Critically review a range of educational digital tools and select which are appropriate for a content package.
▪ Design and develop materials which promote learner-centred and collaborative learning, justifying design choices with relation to learning theories.
▪ Critically evaluate content from a quality assurance perspective, identifying areas for improvement.

Syllabus
▪ An overview of learning design theories
▪ An overview of content development roles, skills and processes
▪ Exploration of various educational contexts of content development
▪ Designing content to meet learners’ needs, including Special Educational Needs (SEN) considerations
▪ Exploration of a range of tools and techniques to aid content creation
▪ How to evaluate a range of different tools, including technology-enhanced learning (TEL)
▪ Quality assurance processes and skills
▪ Copyright considerations

Learning and teaching methods
Input will be delivered through specified reading materials and pre-recorded lecture-casts provided on the UoEO Learning Platform. This is supported by guided discussion forums, and biweekly online question and answer sessions (using synchronous communication software and application sharing facility). The pre-recorded lecture-casts and online Q & A sessions will include referenced use of selected case studies drawn from the reading materials and the tutors’ professional/educational contexts and experience. Self-managed learning will supplement input and to this end students will be given direction on required and indicative reading, including relevant websites, and encouraged to identify and share appropriate web-based resources with their peers.

The pedagogical approach for this module is informed by the principles of collaborative enquiry and constructionism. Collaborative enquiry is supported through our internet-mediated learning platform, the aim of which is to facilitate the activity of the learning community through online dialogue, peer discussion and feedback. The participants’ subject understanding, engagement and learning experience will be enhanced through interactions in which they explain their perceptions, discuss their views, share their experience, and receive feedback from peers and tutors.

<table>
<thead>
<tr>
<th>Description of unit of assessment</th>
<th>Length/Duration</th>
<th>Submission Date</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Materials Design Project: Part 1: Given a project brief, create a content development plan for a unit of 6 hours’ worth of instructional material.</td>
<td>1500 words</td>
<td>Week 6</td>
<td>100%</td>
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<tr>
<td>Part 2: Provide editorial feedback for one of your peer’s plans and their material.</td>
<td>500 words</td>
<td>Week 8</td>
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<td>Part 3: Write a reflective report on the experience of the content development process</td>
<td>2000 words</td>
<td>End of module</td>
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