**Using Technology in Teaching, Learning and Assessment**

<table>
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<tr>
<th>Module Code</th>
<th>UTTLA</th>
<th>NQF level:</th>
<th>7</th>
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<tr>
<td>Credit Value</td>
<td>10</td>
<td>Study duration:</td>
<td>6 weeks</td>
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**Module description:**
This module introduces students to the theory and practice of Technology Enhanced Learning (TEL). It will enable students to develop their knowledge and practical skills related to TEL and provide opportunities to design, deliver and evaluate lessons incorporating TEL. The module content will raise students’ awareness of current trends in TEL and allow for critical evaluation of the value and impact of integrating technology into learning, teaching and assessment.

This module aims to:
- Introduce students to key theories in the field of TEL
- Provide students with an opportunity to evaluate the role of technology in education
- Develop students’ awareness of, and practical skills in using, a range of digital tools for learning, teaching and assessment

**Learning outcomes**
On completion of this module, students will be able to:
- Explain the salient features of theories of technology in education and evaluate the advantages and challenges of TEL for learners and learning
- Plan and deliver instruction which appropriately integrates technology, including anticipating and solving user issues, and critically evaluate its impact on teaching and learning.
- Adapt an existing course or module in their own teaching context to incorporate TEL into input and assessment and justify the inclusion of that technology in theoretical terms, with relation to relevant literature.

**Syllabus**
- The impact of technology in further and higher education
- How technology is changing educational practice
- An overview of the relationship between theories of learning and technology in teaching and learning
- An overview of common educational technology tools
- Uses, benefits and drawbacks of common tools
- Perceived barriers to the adoption of technology and how they might be overcome
- Uses of digital portfolios, e.g. Mahara, Wordpress, Pebblepad.

**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.

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<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>Assignment: Digital Portfolio, a combination of text and multimedia</td>
<td>2000 words</td>
<td>Week 3 (part 1)</td>
<td>Formative feedback</td>
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<td></td>
<td></td>
<td>End of module (full report)</td>
<td>100%</td>
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