Promoting student engagement through the application of technology to develop active learning: ‘Active Learning with Technology’

Semester 2: 2016/17

Module Coordinator: David Jennings

Module Code: UTL40190

ECTS 7.5

Level: Masters Level 9

UCD Teaching and Learning, Academic Affairs

Module Handbook

1 Images courtesy of UCD Media Services & Ross Loughnane
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Introduction to Programme Modules

Level 9 Modules

This Level 9 module can be undertaken as a stand-alone module for the award of Certificate in Continuing Professional Development or as a module for the Professional Certificate/Diploma in University Teaching and Learning. As a level 9 module students are expected to review research and other literature at the forefront of the subjects of the module. Students will assess the current level of their knowledge and skills in the area and take responsibility for their continued professional development. Students’ learning from these modules will facilitate them initiating new teaching and learning activities.

Active and Participative Learning: Becoming a Better University Teacher

The expectation is that all registered students/learners will attend and actively engage in all sessions. There are only c.5 scheduled face-to-face sessions where learners will work collaboratively, share experiences and participate in individual and group tasks. There are also online activities that aid and support both the sessions and assessment process. Therefore it is required that one would act autonomously to complete and participate fully in all key learning activities.

*Please note a mobile device is essential for this module e.g. laptop, tablet etc.

Key Contacts

Any queries relating to the programme should be directed to the Programme Director, Terry Barrett.

Any questions relating to registration should be directed to the Graduate Administrator, Claire Deighan.

Questions relating to the module may be directed to the module Co-ordinator, David Jennings.

<table>
<thead>
<tr>
<th>Programme Director</th>
<th>Graduate Administrator</th>
<th>Module Co-ordinator</th>
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</thead>
<tbody>
<tr>
<td>Terry Barrett</td>
<td>Claire Deighan</td>
<td>David Jennings</td>
</tr>
<tr>
<td><a href="mailto:Terry.Barrett@ucd.ie">Terry.Barrett@ucd.ie</a></td>
<td><a href="mailto:Teachingandlearning@ucd.ie">Teachingandlearning@ucd.ie</a></td>
<td><a href="mailto:David.Jennings@ucd.ie">David.Jennings@ucd.ie</a></td>
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<tr>
<td>716x8553</td>
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Module Description

The aim of this module is to promote active student learning by the use of technology in teaching practice. Participants will engage in a reflective process to identify and develop potential areas of active learning and participation within their practice. They will then evaluate and assess technological options to apply within a given session, module or programme.

In evaluating the research literature and appraising new innovative technologies and pedagogies, it is expected that by the end of this module one should be able to utilise a chosen technological intervention to support, enhance and promote student engagement by the provision of creative opportunities for active learning.

Module Learning Outcomes

Having successfully completed this module, you will have demonstrated the ability to:

1. Reflect and evaluate on one’s teaching practice in relation to active learning.
2. Review the theoretical and pedagogical basis for promoting student engagement and the development of active learning.
3. Assess and evaluate the suitability of active learning approach/es to promote student engagement.
4. Appraise and apply appropriate technological solutions to support and enhance active learning.
5. Provide a critique of the research evidence to support your chosen technological solution.
The module has been designed to accommodate the development of a real-time (technological) intervention into one’s practice that will have a noted impact upon student engagement and in particular active learning.

In order to facilitate this there are a series of individual and group activities, both online and in session. Many of these lead directly to an assessed piece of work, thus each element is grounded in practice and authentic to your own pertinent learning needs.

There are three core elements:

1. **Your Five face-to-face Sessions**

These are essential for personnel engagement, collaboration and group tasks. Each session has a core theme (see below) and related activities.

The final session acts as a mini-viva wherein each participant presents their project [this forms part of the assessment protocol].

2. **Your Online Learning**

The very nature of this module invites you to fully explore and utilise both our institutional VLE Blackboard and a myriad of other potential technologies.

You will be required to undertake a series of online activities and encouraged to develop your own skills and share resources.

3. **Your Group Tutorials**

These provide the opportunity for a dedicated session to collectively discuss; the progression of the proposals/projects; clarifying how these fulfil the specified programme and/or module learning outcomes; and any other issues that may arise.

These are scheduled as 1 hour small group sessions. Participants will be required to enroll in advance.
* Additional/Optional Sessions

From time to time the module coordinator will notify participants of additional workshops within the Teaching and Learning calendar, both locally and nationally, though these do not form part of the accreditation for this module, they may be of benefit and thus recommended.

The intention of these ‘optional’ elective sessions are twofold;

- to enable participants to attend sessions that may offer discipline or specific learning needs
- and/or to provide a series of fixed resource sessions on an identified issue/content pertinent to the academic community.

Given the reduced frequency of discussion time with peers, these sessions provide an important opportunity for peer learning and social interaction that should be availed of if at all possible.

Non-Registered Participation / Auditing Module Sessions as CPD Workshops

Each module session has a core thematic offering (see below) and provides a series of activities to enable module progression.

However it is possible to attend (in audit fashion – i.e. certification of attendance) any and all sessions without being registered to the programme or module, treating the sessions as individual opportunities for professional development.

We actively encourage faculty to avail of these opportunities, both as a means to develop their professional practice but also to engage with their peers in the academic community of practice within UCD.

Please contact the individual module coordinator for further details.
The Module Content

**Session One: Active Learning with Technology**

This first session begins by reviewing current practice and addressing learning needs and how these may be facilitated by way of a technological intervention. Consequently educational theory and universal design requirements are articulated. Participants are invited to propose their own initial interventions.

**Session Two: Evaluating Technologies**

This session focuses on the evaluation of potential technological solutions and approaches. The culmination of which is the design and production of a series of ‘information sheets’ and their dissemination for review.

**Session Three: Instructional Design**

This session explores a number of instructional design models and offers a means to produce an action plan for your bespoke intervention. In so doing elements of IPR, copyright and the concept of reusable resources are articulated.

**Session Four: Open Lab**

Ostensibly an opportunity to present some case study materials and/or an additional information session/workshop as determined by the cohort.

**Session Five: Project Presentations**

Each participant is required to present their project/pilot for peer review.
Module Timetable (at a glance)

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>Action</th>
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</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>27.01.17</td>
<td>Universal Design</td>
<td>Participate</td>
</tr>
<tr>
<td></td>
<td>10.02.17</td>
<td>Evaluating Technology</td>
<td>Participate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment 1</td>
<td>Submission</td>
</tr>
<tr>
<td></td>
<td>24.02.17*</td>
<td>Instructional Design</td>
<td>Participate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment 2</td>
<td>Submission</td>
</tr>
<tr>
<td></td>
<td>10.03.17*</td>
<td>Group Tutorials</td>
<td>Sign up</td>
</tr>
<tr>
<td></td>
<td>07.04.17</td>
<td>Open Lab</td>
<td>Participate</td>
</tr>
<tr>
<td></td>
<td>28.04.17*</td>
<td>Project Presentations</td>
<td>Participate</td>
</tr>
<tr>
<td></td>
<td>05.05.17</td>
<td>Assignment 4</td>
<td>Submission</td>
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Please note Sessions are 10.00 – 13.00 except those marked with * these are 10.00 – 16.00

Module Workload (as per CMS)

<table>
<thead>
<tr>
<th>Code</th>
<th>Workload</th>
<th>Description</th>
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<tbody>
<tr>
<td>Seminars</td>
<td>19</td>
<td>Equates to the scheduled sessions (as above)</td>
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<tr>
<td>Online Learning</td>
<td>20</td>
<td>Equates to the dedicated online activities/tasks required</td>
</tr>
<tr>
<td>Tutorial</td>
<td>1</td>
<td>Equates to the scheduled sessions by appointment (as above)</td>
</tr>
<tr>
<td>Practical</td>
<td>30</td>
<td>Equates to the implementation/review within one’s practice</td>
</tr>
<tr>
<td>Specified Learning Activities</td>
<td>20</td>
<td>Equates to the required activities for progression</td>
</tr>
<tr>
<td>Autonomous Student Learning</td>
<td>90</td>
<td>Equates to the expected research work undertaken outside of session</td>
</tr>
<tr>
<td>Total</td>
<td>180</td>
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The Assessment Strategy

The assessment will undertake the form of four inter-related activities/assignments, these are spread across the module timetable to enable one to apply and appraise (where possible) any proposed interventions within their practice.

**Week 2-3:** A series of evaluation / information sheets on technological tools/approaches

- This entails a series of exploratory and formative online activities, culminating in a series of information sheets upon technological solutions.
- *These will be uploaded via the Blackboard Wiki*

**Week 4-6:** An action plan / project proposal to develop a new intervention to support active learning

- Candidates will articulate and peer review an action plan for their proposed intervention
- *These will be uploaded via the Blackboard Journals*

**c. Week 11:** The presentation of a pilot / proposed use of a technological solution to support and enhance active learning

- Candidates will formerly present the culmination of their projects and address key learning outcomes of the module
- *These will be uploaded in advance of session 5*

**c. Week 12:** A meta-review of technological tools and their potential to promote student engagement.

- Candidates will compose an evaluation report for dissemination
- *These will be uploaded via the Blackboard Assessment tool*
Required Assignments (as per CMS):

This module is assessed as a Pass/Fail, there are four required summative submissions.

[N.B. there are other formative pieces within the module to facilitate progression (see time table above).]

<table>
<thead>
<tr>
<th>Description</th>
<th>Timing</th>
<th>Weighting</th>
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</thead>
<tbody>
<tr>
<td>1. Project</td>
<td>Week 2</td>
<td>15</td>
</tr>
<tr>
<td>2. Journal</td>
<td>Week 4</td>
<td>25</td>
</tr>
<tr>
<td>3. Presentation</td>
<td>Week 11</td>
<td>30</td>
</tr>
<tr>
<td>4. Essay</td>
<td>Week 12</td>
<td>30</td>
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Initial Reading:

This collection of materials offers a snapshot of some of the key areas (some old some new) that the module will deal with... It is not expected you read them in their entirety or all that are here, it merely provides a starting point for your own explorations.

Guidance and further references will be available online and via the sessions.


Downes, S. 2003, Design, Standards and Reusability, Available at http://www.downes.ca/cgi-bin/page.cgi?db=post&q=crdate=1059622263&format=full


Littlejohn, A (editor), 2003, Reusing Online Resources: a sustainable approach, Kogan Page


Siemens, G. (2002) 'Lessons Learned Teaching Online' [online]. Available at
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Universities UK (2013) 'Massive Open Online Courses: Higher Education's Digital Moment?'. Available at
www.universitiesuk.ac.uk/highereducation/Documents/2013/MassiveOpenOnlineCourses.pdf

Wiley, D. A. (2000). "Connecting learning objects to instructional design theory: A definition, a metaphor,
and a taxonomy," in D. A. Wiley, ed., The Instructional Use of Learning Objects: Available at.
http://reusability.org/read/chapters/wiley.doc