



# Promoting student engagement through the application of technology to develop active learning:

## ‘Active Learning with Technology’

2019/20

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*Module Code:* UTL40190

*ECTS* 7.5

*Level:* Masters Level 9

UCD Teaching and Learning, Academic Affairs



## Module Handbook

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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.

Programme Director	Graduate Administrator	Module Co-ordinator
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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.

## Teaching and Learning Strategies

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. The Five face-to-face Sessions**

These are essential for personal 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. Online Learning**

The very nature of this module invites you to fully explore and utilise both our institutional VLE *Brightspace* 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. 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 enrol in advance.

## 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**

#### **Session Five: Project Presentations**

Each participant is required to present their project/pilot for peer 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.

## Module Timetable (at a glance)

Session 1	24.01.19	Universal Design	<i>Participate</i>
Session 2	7.02.19	Evaluating Technology	<i>Participate</i>
Assignment 1		Submission	<i>Do it on time!</i>
Session 3	21.02.19	Instructional Design	<i>Participate</i>
Assignment 2		Submission	<i>Do it on time!</i>
Group Tutorials	6.03.19* (1hr each)	Sign up	<i>Participate</i>
Session 4	3.04.19	Open Lab	<i>Participate</i>
Session 5	24.04.19*	Project Presentations	<i>Participate</i>
Assignment 3		Submission	<i>Do it on time!</i>
Assignment 4	08.05.20	Submission	<i>Do it on time!</i>

Please note Sessions are 10.00 – 13.00 except those marked with \* these are 10.00 – 16.00

## Module Workload (as per CMS)

Code	Workload	Description
Seminars	18	Equates to the scheduled sessions (as above)
Online Learning	20	Equates to the dedicated online activities/tasks required
Tutorial	1	Equates to the scheduled sessions by appointment (as above)
Practical	30	Equates to the implementation/review within one's practice
Specified Learning Activities	20	Equates to the required activities for progression
Autonomous Student Learning	90	Equates to the expected research work undertaken outside of session
<b>Total</b>	<b>179</b>	

## 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 and made available for view*

**Week 4-6:** An action plan 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 Brightspace Portfolio*

**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 tool/approach and its potential to promote student engagement.

- Candidates will compose an evaluation report for dissemination
- *These will be uploaded via an Assignment folder in Brightspace*

### **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)].

Description	Timing	Indicative Weighting
<b>1. Project</b>	<b>Week 2</b>	<b>15</b>
<b>2. Journal</b>	<b>Week 4</b>	<b>25</b>
<b>3. Presentation</b>	<b>Week 11</b>	<b>30</b>
<b>4. Essay</b>	<b>Week 12</b>	<b>30</b>

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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.

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