

1.	Title	Technology and Innovation in Education
2.	Level *	6
3.	Credits	20
4.	Indicative Student Study Hours	200 Contact hours: 36 hrs Independent study: 164 hrs
5.	Core (must take and pass), Compulsory (must take) or Optional	Compulsory

* **Foundation Level=3 Degree Year 1 = 4 Degree Year 2 = 5 Degree Year 3 = 6**
PG (Masters) = 7

5. Brief Description of Module (purpose, principal aims and objectives)

The module explores a range of fundamental debates including whether technology is a silver bullet in education and whether digital technologies are revolutionising the classroom. Learners will explore the ubiquitous nature of digital technologies used in education; both within and beyond the classroom. Examples will range from play in the Early Years sector through to recent innovative deployment of MOOCS in Higher Education.

Learners will critically review a range of technologies applied in education settings; exploring the nature of learning theories that underpin learning technologies and evaluate discourse calling for new pedagogies for a digital world.

As the module progresses, learners will synthesise their knowledge by critically reviewing a digital educational technology of their choice. They will explore how technology is integrated into the classroom and evaluate how intrinsic and extrinsic barriers can be resolved for successful integration.

6. Learning Outcomes - On successful completion of this module a student will be able to:

(Add more lines if required)

1. Critically analyse a range of macro factors influencing the adoption of digital technologies in education.
2. Evaluate the underpinning principles of education technology
3. Examine a range of factors that affect successful technology integration.

Generic Learning Outcomes

- 4.. Demonstrate a systematic understanding of key areas of research current in their area of academic interest.
5. Apply established techniques of academic analysis and enquiry within the discipline

7. Assessment

Pass on aggregate or Pass all components <i>(modules can only be pass all components if this is a PSRB requirement)</i>	N.A. (as single assessment)
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Summary of Assessment Plan

	Type	% Weighting	Anonymous Yes / No	Word Count/ Exam Length	Learning Outcomes Coverage	Comments
1.	Case Study	100%	Yes	3,500 words	All 1-5	All tasks to be completed within the case study.

Further Details of Assessment Proposals

Give brief explanation of each assessment activity listed

Learners will select a digital technology that is designed to facilitate or enhance learning in a chosen educational sector.

Task 1: Considering the wider context of your chosen technology, critically analyse a range of macro factors facilitating the demand for such technologies. LO1, 4, 5.

Task 2: Evaluate the chosen technology for its educational benefits by exploring the rationale to its development its underpinning theoretical perspective(s). Explore which learning theory or theories that underpin the technology and discuss the implications of the chosen technology in light of these. LO2, 4, 5.

Task 3: Examine a range of barriers to successfully integrating the chosen technology within an educational environment and evaluate approaches which can be deployed to overcome these barriers. LO3, 4, 5.

8. Summary of Pre and / or Co Requisite Requirements

None

9. For use on following programmes

BA (Hons) in Education

Module Specification

Part 2- to be reviewed annually

1.	Module Leader	TBA
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2. Indicative Content

	<ul style="list-style-type: none"> • Introduction to digital technologies in education: defining concepts, forces for change, timeline of events. • Behaviourist, constructivist and social constructivist theories underpinning technology. • Contemporary learning theories underpinning new opportunities for learning with technology. • Digital technologies in Early Years Education. • Digital technologies in Primary Education. • Digital technologies in Secondary Education. • Digital technologies in Post 16 and Higher Education. • Digital technologies beyond the classroom. • Digital technologies supporting inclusive education.
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	<ul style="list-style-type: none"> Integrating digital technologies into the learning environment. Barriers to successful digital technology integration Future innovations.
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3. Delivery Method (please tick appropriate box)

Classroom Based	Supported Open Learning	Distance Learning	E-Learning	Work Based Learning	Other (specify)
✓					

If the Delivery Method is **Classroom Based** please complete the following table:

	Activity (lecture, seminar, tutorial, workshop)	Activity Duration - Hrs	Comments	Learning Outcomes
1	Lecture	36	Taught contact time	LOs 1-5
2	Self-Study	164	Self-study	
	Total Hours	200		

If delivery method is <i>not</i> classroom based state lecturer hours to support delivery	2 x 20 minutes academic tutorials per student
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4. Learning Resources

To include contextualised Reading List.

Highly Recommended:

Luckin, R. (2018) *Enhancing learning and teaching with technology: what the research says*, London: Institute of Education Press.

McFarlane, A. (2015) *Authentic learning for the digital generation: realising the potential of technology in the classroom*, Abingdon: Routledge.

Selwyn, N. (2017) *Education and technology: key issues and debates*, 2nd edition, London: Bloomsbury Academic.

Recommended:

Beetham, H. and Sharpe, R., (eds) (2013) *Rethinking Pedagogy for a Digital Age: Designing learning for 21st Century Learning*, Routledge: London.

Jarvis, M (2014) *Brilliant Ideas for Using ICT in the Classroom: A very practical guide for teachers and lecturers*, Routledge: London

Kaye, L. (2017) *Young children in a digital age: supporting learning and development with technology in early years*, Abingdon: Routledge.

Journals:

Ertmer, P. (1999) 'Addressing First- and Second-Order Barriers to Change: Strategies for Technology', *ETR&D* 47(4), 47-61.

Livingstone, S. (2012) 'Critical reflections on the benefits of ICT in education', *Oxford Review of Education*, 38(1), 9-24.

Prensky, M. (2001) 'Digital Natives, Digital Immigrants', *On the Horizon* 9(5).