

MA in Education

Module Title:	INDEPENDENT MODULE DESIGN
Module Code:	MAED04M
Level:	7
Credits:	30
Pre-requisites:	None

Module Description:

This module enables students to conduct Master's level study into an area specific to themselves (with guidance from the module tutor). The students will get chance to design a module of study linked to their subject specialism reflecting the identified requirements for contemporary educators to offer a blended learning option as part of an program of study. The students will be able to select an area to investigate at Level 7 whilst getting an overview of curriculum design and student interaction by designing their own level 7 learning outcomes specifically concerned with blended learning models and researching more in depth about the HE process. In the latter stages of study the learner will then be required to conduct an in depth analysis on their own performance and aptitudes to self-study before the major project module. Students will be required to evaluate their resources and abilities within the module reflecting the specific curricular needs of their subject specialist area or identified area of future professional interest for e.g. management, continuing professional development, the role of technology in Further and Higher Education, in relation to designing a professional teaching and learning module of study.

Indicative Content:

- Time management and well-being/mindfulness
- Self-assessment and personal skills analysis
- Creation of educational models and theories
- Self-reflection analysis and procedures.
- Explore alternative educational providers e.g. online MOOCS/ Futurelearn/ Blended Learning

Learning and Teaching Methods:

The module will be delivered largely through classroom based workshops to address individual needs and group tutorials. The purpose of this module is to allow students to focus on an educational area of interest personal to them and their career paths or experiences whilst obtaining curriculum development experience and theory behind student learning exploring the advantages of embracing the technology advances possible with blended learning. In addition, an important element of the teaching and learning strategy will be student-led input (this work will be facilitated by the module leader).

Specific Learning Resources

All learners will be required to have access to the Wi-fi within their teaching space and full use of an interactive board for the taught elements.

Bibliography

Highly Recommended

Relevant subject specialist literature dependant upon specialism

Attwell, G & Hughes, J., (2010) *Pedagogic Approaches to Using Technology for Learning. Literature Review*. LLUK publication: CC/01 2011/01

Browne, L & Sharpe, R., (2015) *Digital Student: Further Education. FE learners expectations and experiences of technology – Synthesis report*.

Oxford Brooks University: Lisc publications

The Bolt Project (2013) *Case Studies* [online]

<http://www.boltlanding.whitecreativecompany.co.uk/> (accessed 30 March 2016)

The Education & Training Foundation (2016) *Learning Technology Support* [Online]

<http://www.et-foundation.co.uk/supporting/support-practitioners/learning-technology-support/> (accessed 30 March 2016)

QAA benchmark characteristics retrieved on 29th January 2016 from

<http://www.qaa.ac.uk/publications/information-and-guidance>

QAA masters degrees characteristics retrieved on 29th January 2016 from

<http://www.qaa.ac.uk/en/Publications/Documents/Masters-Degree-Characteristics-15.pdf>

Recommended

Relevant subject specialist literature dependant upon specialism plus

BBC Webwise [Online] <http://www.bbc.co.uk/webwise/0/20595791> (accessed 30 March 2016)

Jisc (2016) *Jisc Digital Student. Investigating students' expectations of the digital environment*. [Online]

<https://digitalstudent.jiscinvolve.org/wp/challenges/challenge-prepare-and-support-students/> (accessed 30 March 2016)

McFarlane, A., (2014) *Authentic Learning for the Digital Generation: Realising the potential of technology in the classroom*. London: Routledge Press

Morris, N & Lambe, J., *Palgrave Study Skills: Studying a MOOC: A guide*. [online]

<https://he.palgrave.com/resources/Product-Page-Downloads/M/Morris-Studying-a-MOOC/Studying-a-MOOC-Neil-Morris-James-Lambe.pdf> (accessed 30 March 2016)

Open University (2016) *Being Digital. Skills for life online*. [Online]

<http://www.open.ac.uk/libraryservices/beingdigital/activities>

Background reading (accessed 30 March 2016)

Waterworth, C. (2014) *Technology is a tool to be used, not an outcome.: Using Technology in the Primary Classroom*, Kindle Edition, Luxembourg: Amazon Media EU SARL

Background reading

Broadsheet newspapers, websites and the following journals (list not exclusive):

- In Tuiton
- Times Education Supplement
- Education Today
- BBC education news website www.bbc.co.uk/news/education
- National College for Teaching and Leadership www.gov.uk/government/organisations/national-college-for-teaching-and-leadership (Early Years to 16 years sectors)

Module Specifications: UCC School of Education

- Education and Training Foundation www.et-foundation.co.uk (Post-16 sector)
- COURSEA <https://www.coursera.org/>
- <https://www.futurelearn.com/>
- object specific Journals

Module Learning Outcomes

Subject Specific Learning Outcomes

On successful completion of this module you will be able to:

LO 1	Propose a programme of independent study incorporating technology and the characteristics of blended learning which includes specific learning outcomes relating to independent study.
LO 2	Evidence an acquisition of new knowledge and understanding in direct relation to a current issue within the field of education.
LO 3	Critically assess the process of independent study and the improvements which you can incorporate into your own practice as a direct result of this module.
LO 4	Critically evaluate your own performance in independent study and create an action plan to address any issues identified.

Assessment Title or element	Weighting (%)
4,000 word essay	60%
2000 word (40% weighting) reflective piece on how you can include this knowledge into your educational establishment.	40%

Information correct at point of publication.