Module Outline **Part 1- as validated.**

1.	**Title**	**Learning Design and Technology**
2.	**Level ***	**7**
3.	**Credits**	**30**
4.	**Indicative Student Study Hours**	**Online class contact hours: 36.** **Directed or self-directed Study Hours: 264** **Total study hours: 300**
5.	**Compulsory (must be taken) OR Optional**	Optional
6.	**Core (must be passed and cannot be compensated) or non-core**	Core

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

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

In an era where technological innovation is rapidly reshaping educational landscapes, this module prepares educators to be at the forefront of digital transformation in their fields. Students will develop a deep understanding of how to leverage technology within a learning environment to enhance learning outcomes, foster engagement, and prepare learners for a digitally driven future, all while whilst navigating the complexities introduced by AI and GenAI.

The module will be delivered through a blend of online-based lectures, workshops, and tutorials, independent study, allowing for personalised support and collaborative learning. Students will be encouraged to be self-directed, with guidance from the module tutor, to reflect on the development of their programme of learning as the module progresses and design iterations evolve research skills, competencies, and processes using a reflective blog. Students will explore a range of different technologies which could be incorporated within their programmes of learning and will engage with peer teaching.

By the end of this module, students will have designed, tested, and reflected upon a learning programme which could be deployed in the classroom. They will have developed a comprehensive understanding of how to authentically and transformatively apply technology in educational settings, guided by Laurillard's (2012) Conversational framework. They will be prepared to lead digital innovation initiatives in their current or future roles, with a particular focus on addressing the opportunities and challenges presented by AI and GenAI in education.

8. Learning Outcomes - On successful completion of this module a student will be able to: (*Add more lines if required)*	
1.	Design an iterative programme of study on a chosen topic that applies learning design principles (including Laurillard's Conversational Framework) and seamlessly integrates technology, including AI and Generative AI, to enhance learning experiences and outcomes.
2.	Critically analyse the role of the educator in effectively integrating their programme of study within a chosen educational environment, focusing on the impact of facilitating learning, overcoming barriers, and adapting to contextual needs.
3.	Critically analyse the role of the learner in effectively engaging with the proposed programme of study focusing on the impact of facilitating learning, overcoming barriers, and adapting to contextual needs.
4.	Critically evaluate the effectiveness of own programme of study and assess its feasibility within a chosen sector, whilst identifying key elements that must be in place to ensure its transformative impact and sustainable implementation

5.	Synthesise key debates and emerging research surrounding the implementation of technology and AI in learning design and the subsequent integration within the classroom environment.
6.	Engage in critical reflection to assess personal growth as an educator and use these insights to inform and enhance future teaching practice whilst considering the role of the educator as a result.

9. Assessment

Pass on aggregate or pass all components	**Pass all components**

Summary of Summative Assessment Plan

If there is an option to select between different types of assessments (for example, presentation or essay), please ensure this is clearly outlined in the table below and further details of assessment section.

	Type	% Weighting	Anonymous Yes / No	Word Count/ Exam Length	Learning Outcomes Coverage	Comments
1.	Presentation	100%	No	4000 words	1,2,3,4,5,6,	4000 words or equivalent

Further Details of Assessment Proposals

Give brief explanation of each assessment activity listed

Deliver a comprehensive presentation (equivalent to 4000 words in academic content) that demonstrates your research, analysis, and practical application of transformative technology integration in education. Your presentation should highlight a prototype or detailed plan for a digital strategy that will have an impact on your learning organisation that incorporates AI/GenAI tools and aligns with Laurillard's conversational framework.

Presentation Format Options:

- Interactive digital presentation (e.g., Prezi, advanced PowerPoint)
- Virtual reality or augmented reality experience
- Web-based multimedia presentation
- Video documentary with interactive elements
- AI-assisted interactive presentation (with clear documentation of AI use)

Presentation Delivery:

- Your presentation should be 30-40 minutes long, followed by a 15–20-minute Q&A session.

Prepare to defend your choices and analyses in an academic manner during the Q&A

Summary of Formative Assessment Plan

Week 1: Introduction to Learning Design and Technology

Focus: Introduction to the module, Laurillard's Conversational Framework, and transformative technology in education.
Formative Task: **Blog Post 1**: Students will write a 300-word reflective blog on their initial understanding of transformative technology in education and how they might apply AI/GenAI in their own learning environments.
Feedback Method: Peer feedback on blogs via online discussion forum. Tutors will provide overarching comments in the forum on common themes and areas for development.

Week 2: Researching and Selecting Technologies
Focus: Deep dive into AI/GenAI tools and their application in educational settings.
Formative Task: **Technology Selection and Rationale**: Students will create a short presentation (5 minutes) on their chosen AI/GenAI tool, explaining its potential for transformative learning and its alignment with Laurillard's framework. They will upload this to the module's virtual learning environment (VLE) for peer review.
Feedback Method: Peer assessment using a rubric that evaluates alignment with Laurillard's framework, clarity of rationale, and potential for transformative learning. Tutor provides additional comments on technology appropriateness.

Week 3: Prototype Development - Initial Ideas
Focus: Developing the initial ideas for a prototype or digital strategy for integrating technology.
Formative Task: **Blog Post 2**: In a 300-word blog, students will outline their initial ideas for their prototype or digital strategy, reflecting on how it aligns with the learning goals of their organisation and the conversational framework.
Feedback Method: Tutor feedback on blogs, providing targeted advice on refining ideas and further aligning with the framework.

Week 4: Iterative Design - Applying Technology in Practice
Focus: Practical application of AI/GenAI tools and testing initial prototypes in learning contexts.
Formative Task: **Technology Application Reflection**: Students will apply the selected technology in a real or simulated educational setting (e.g., through a micro-teaching session or workshop) and write a 500-word reflective blog on the outcomes.
Feedback Method: Peer feedback via an online forum where students share their experiences and outcomes. Tutors provide further feedback on the effectiveness of the technology application.

Week 5: Peer Review of Prototype or Digital Strategy Draft
Focus: Collaborative peer review to refine ideas and improve prototypes or strategies.
Formative Task: **Prototype/Strategy Draft Submission**: Students submit a draft outline of their prototype or digital strategy (500 words), including the use of AI/GenAI tools, alignment with Laurillard's framework, and potential impacts.
Feedback Method: Peer review using a structured template to assess the strength of the digital strategy, innovation, and alignment with the framework. Tutor feedback focuses on areas for further development and coherence.

Week 6: Enhancing Presentation Skills
Focus: Developing skills for presenting complex ideas using digital technologies.
Formative Task: **Presentation Practice**: Students will deliver a short 10-minute segment of their final presentation using their chosen format (e.g., Prezi, VR, AI-assisted presentation) to a small group of peers.
Feedback Method: Peer and tutor feedback on presentation style, use of digital tools, and clarity of content. Specific feedback on how effectively AI/GenAI tools are integrated into the presentation format.

Week 7: Iterative Feedback and Improvement
Focus: Students revise their prototypes and strategies based on peer and tutor feedback.
Formative Task: **Blog Post 3**: Students reflect on the feedback received and outline their planned improvements to their prototypes or strategies. (300 words)
Feedback Method: Tutor feedback on reflections, providing further guidance on improving the design and integration of technology into their educational practice.

Week 8: Final Draft and Peer Presentation
Focus: Students finalise their digital strategy and prepare for a formal peer review of their presentation.
Formative Task: **Full Draft Submission of Presentation Slides and Plan**: Students submit their full draft (presentation slides and script, or multimedia elements) for peer review.
Feedback Method: Peer assessment using a rubric that focuses on content, digital strategy, alignment with the framework, and engagement. Tutor provides additional formative feedback before final revisions.

Week 9: Final Presentation Practice and Q&A Preparation
Focus: Final presentation practice with an emphasis on preparing for the Q&A session.
Formative Task: **Full Presentation Rehearsal**: Students deliver a full rehearsal of their final presentation, including their interactive or multimedia elements. Peers act as an audience and participate in a mock Q&A session.
Feedback Method: Peer and tutor feedback on the structure, engagement, and clarity of the presentation. Q&A responses will also be evaluated for academic rigor and clarity of defence.

Week 10: Final Reflection and Revisions
Focus: Final revisions and reflections on the learning process throughout the module.
Formative Task: **Final Blog Post (500 words)**: Students reflect on their learning journey, specifically focusing on the iterative process of developing their digital strategy and how their use of technology has transformed their approach to learning design.
Feedback Method: Tutor feedback focuses on the depth of reflection and learning outcomes, helping students prepare mentally for the final presentation.

10. Summary of Pre and / or Co Requisite Requirements

N/A

11. For use on following programmes

N/A