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**London
South Bank
University**

Module Guide

Introduction to Technology and Education

EDU_5_ITE

School of Law and Social Sciences

Level 5

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1. MODULE DETAILS

Module Title:	Introduction to Technology and Education
Module Level:	Level 5
Module Reference Number:	EDU_5_ITE
Credit Value:	20
Student Study Hours:	200
Contact Hours:	30 hours
Private Study Hours:	170
Pre-requisite Learning (If applicable):	None
Co-requisite Modules (If applicable):	None
Course(s):	BA (Hons) Education Studies
Year and Semester	Year 2 Semester 1
Module Coordinator:	Andrew Read
MC Contact Details (Tel, Email, Room)	020 7815 5444 reada3@lsbu.ac.uk Room V207, K2
Subject Area:	Education
Summary of Assessment Method:	Portfolio (3,000 words +/- 10%) – for details see section 5.1
External Examiner appointed for module:	Poppy Gibson, University of Greenwich

2. SHORT DESCRIPTION

The use of technology in educational contexts has had a profound effect on the way that teachers teach and students learn. The aim of this module is to provide an introduction to the role of Information Technology in Education and explore the key concepts and issues regarding the potential of technology for teaching and learning. This module will investigate the ways in which technology can be used to support learning and to assist teachers and consider the affordances and constraints of various types of technologies currently used in different learning contexts.

3. AIMS OF THE MODULE

The module aims to provide students with the opportunity to:

- Explore the meaning and nature of educational technology.

- Identify, debate, compare and contrast key contemporary issues in the field of educational technology e.g. digital citizenship, e-safety, digital exclusion.
- Deepen understanding of the ways in which educational technology can support different types of learners such as early childhood, adults, special educational needs.

4. LEARNING OUTCOMES

On successful completion of this module, students will be able to:

4.1 Knowledge and understanding

- Understand the role that technology plays in within different educational contexts.

4.2 Intellectual skills - critical thinking

- Demonstrate critical understanding of the links between educational technology and the learning process.

4.3 Intellectual Skills - apply theory to practice

- Be able to relate the knowledge and understanding developed on the module to educational settings, e.g. the affordances and constraints of educational technology in a formal educational setting.

4.4 Transferable/communication skills

- Be able to examine and/or question widely held assumptions, e.g. that the use of technology benefits all learners.

5. ASSESSMENT OF THE MODULE

5.1 Assessment method

The module learning outcomes will be assessed in the following ways:

Formative assessment

- Opportunities to view and discuss examples of effective, critical iTech submissions
- Opportunities to analyse examples to clarify the characteristics of effective work
- Opportunities to apply this thinking to students' own work

Summative assessment

Portfolio (3,000 words +/- 10%) demonstrating engagement with the module

The portfolio can consist of 1-3 of the following components:

- Essay: *How technology contributes to learning*
- Journal entries/blog posts, reflecting on *how technology contributes to learning*, drawing on the content of a range of module sessions
- Resource for teachers, providing guidance on how to use technology effectively in the classroom
- Literature review, focusing on either *Inclusive education and technology* or *Digital literacy*

Any single component must be at least 1,000 words. *Example* portfolio combinations include:

- journal entries (1,000 words), an essay (1,000 words), and a literature review focusing on *Digital literacy* (1,000 words);
- a resource for teachers (1,500 words) and an essay (1,500 words);
- a resource for teachers (2,000 words) and a *Digital literacy* literature review (1,000 words)
- an essay (3,000 words)

5.2 Submission key dates

- | | |
|--------------------------------|---|
| ▪ Submission date: | Monday 6 th January 2020, 1300hrs |
| ▪ Students with DDS Extension: | Monday 20 th January 2020, 1300hrs |
| ▪ Hand back date: | Monday 3 rd February 2020 |

You will submit the **portfolio** via Moodle.

Further details on assessment and submission guidelines will be provided during the taught sessions and via the online module site.

5.3 Assessment criteria

Criteria	Fail 0 – 29%	Fail 30 - 39%	Pass/Third 40 - 49%	Lower Second 50 - 59%	Upper Second 60 - 69%	First 70 – 79%	First 80% +
Use of standard English.	Very poor use of standard English: meaning in significant sections of the submission is unclear/ muddled because of errors in grammar and spelling/spoken English.	Poor use of standard English: frequently, meaning in sections of the submission is unclear/muddled because of errors in grammar and spelling/ spoken English.	Acceptable use of standard English: errors in grammar and spelling/ spoken English do not significantly prevent reader comprehension (occasionally meaning is unclear/muddled).	Sound use of standard English: grammar and spelling/spoken English is generally correct, although there may be some errors (hence instances when meaning is unclear/muddled).	Good use of standard English: grammar and spelling/spoken English is generally correct, with evidence of effective use of a range of sentence types, economic use of language, etc. There may be some errors, but meaning is consistently clear.	Excellent use of standard English: grammar and spelling/ spoken English is correct, with evidence of effective use of a range of sentence types, economic use of language, etc. There are very few errors.	Exemplary use of standard English: grammar and spelling/ spoken English is correct, with evidence of effective use of a range of sentence types, economic use of language, etc. There are no errors.
Use of academic referencing conventions.	Very limited/no evidence of correct use of referencing conventions.	Limited correct use of referencing conventions.	Generally correct use of referencing conventions, with some errors/ inconsistencies.	Generally correct use of referencing conventions, with minimal errors/ inconsistencies.	Consistently correct use of referencing conventions (max 5 errors).	Consistently correct use of referencing conventions.	Consistently correct use of referencing conventions; <i>submission demonstrates the highest level of accuracy that can be expected.</i>
Ability to structure assignment coherently and develop sustained reasoned argument.	Very poor structure: submission lacks evidence of skills in use of paragraphs and/or design; meaning/ reasoning is largely unclear/ muddled as a consequence. Little/no evidence that planning has taken place. Little/no evidence of logic/reasoning.	Poor structure: limited evidence of skills in use of paragraphs and/or design; meaning/ reasoning is often unclear/ muddled as a consequence. Insufficient planning has taken place. Ideas/argument generally lacking in logic/clear reasoning.	Satisfactory structure: in general, use of paragraphs and/or design of the submission support reader comprehension (occasionally meaning/ reasoning is unclear/ muddled). Some evidence that sufficient planning has taken place. Ideas/ argument often proceeds in logical steps/with clear reasoning, although this is inconsistent.	Sound structure: use of paragraphs and/or design of the submission support reader comprehension (instances were meaning/reasoning is unclear/ muddled). Clear evidence that sufficient planning has taken place. Ideas/argument mostly proceeds in logical, clearly reasoned steps, with few examples of inconsistency.	Good structure: use of paragraphs/ sequencing of ideas and/or design of the submission contribute to reader comprehension (meaning/reasoning consistently clear). Clear evidence that effective planning has taken place. Ideas/argument mostly proceeds in logical, clearly reasoned steps, with minimal exceptions.	Excellent structure: use of paragraphs/ sequencing of ideas and/or design of the submission contribute significantly to reader comprehension (meaning/reasoning consistently clear). Effective planning is implicit throughout. Ideas/argument proceeds in logical, well-reasoned steps, without exception.	Exemplary structure: use of paragraphs/ sequencing of ideas and/or design of the submission contribute fully to reader comprehension (meaning/reasoning consistently clear). Effective planning is implicit throughout. Ideas/argument proceeds in logical, well-reasoned steps, without exception; <i>submission demonstrates the highest level of organisation/ reasoning that can be expected.</i>

Criteria	Fail 0 – 29%	Fail 30 - 39%	Pass/Third 40 - 49%	Lower Second 50 - 59%	Upper Second 60 - 69%	First 70 – 79%	First 80% +
Informed reading of, and reference to, pertinent literature in the given field.	<p>Little or no evidence of use of literature.</p> <p>Where reference to literature is included, submission indicates substantial misunderstanding.</p> <p>Inappropriately descriptive and anecdotal; evidence of unsubstantiated assumptions throughout.</p> <p>No evidence of capacity for analysis/evaluation (where required).</p>	<p>Limited range, depth or use of literature; reliance on insubstantial blogs, Wikipedia etc.</p> <p>Where reference to literature is included, submission indicates significant misunderstanding.</p> <p>Largely, inappropriately descriptive and anecdotal; frequent evidence of unsubstantiated assumptions.</p> <p>Little evidence of capacity for analysis/evaluation (where required).</p>	<p>Satisfactory range of literature (core texts) is referred to in order to support ideas/module requirements; limited use of insubstantial blogs, Wikipedia.</p> <p>Where reference to literature is included, submission indicates satisfactory understanding (but will include some misunderstanding).</p> <p>Points supported by literature; some instances of inappropriately descriptive style and of unsubstantiated assumptions.</p> <p>Evidence of capacity for analysis/evaluation (where required).</p>	<p>Sound range of literature (exceeding core texts) is referred to in order to support ideas/module requirements; minimal and/or critical use of blogs, Wikipedia.</p> <p>Where reference to literature is included, submission indicates sound understanding (but may include minimal misunderstanding).</p> <p>Points well supported by literature; may include instances of inappropriately descriptive style and of unsubstantiated assumptions.</p> <p>Sound evidence of capacity for analysis/evaluation (where required).</p>	<p>Good range of literature is referred to in order to support ideas/module requirements.</p> <p>Where reference to literature is included, submission indicates good understanding (no significant misunderstandings/ inaccuracies).</p> <p>Points well supported by literature; may include 1-2 instances of inappropriately descriptive style and of unsubstantiated assumptions.</p> <p>Good evidence of capacity for analysis/evaluation (where required).</p>	<p>Excellent range of literature (significantly exceeding recommended range) is referred to in order to support ideas/module requirements.</p> <p>Where reference to literature is included, submission indicates excellent (critical) understanding, insightful thinking.</p> <p>Points very well supported by literature.</p> <p>Excellent evidence of capacity for analysis/evaluation (where required).</p>	<p>Exemplary range of literature (significantly exceeding recommended range) is referred to in order to support ideas/module requirements; <i>submission demonstrates the highest level of engagement with literature that can be expected.</i></p> <p>Where reference to literature is included, submission indicates exemplary (critical) understanding, insightful thinking.</p> <p>Points very well supported by literature.</p> <p>Exemplary evidence of capacity for analysis/evaluation (where required).</p>
Knowledge and critical understanding of the application of technology in educational settings demonstrated (LOs 1-4)	<p>Little or no relevant knowledge included.</p> <p>Little or no evidence of critical thinking.</p>	<p>Some relevant and/or required knowledge missing or confused and/or significant misuse of terminology.</p> <p>Insufficient evidence of critical thinking.</p>	<p>Evidence of satisfactory knowledge of topic and use of appropriate terminology.</p> <p>Satisfactory evidence of critical thinking.</p>	<p>Demonstrates a sound factual and/ or conceptual knowledge base and uses appropriate terminology.</p> <p>Sound evidence of critical thinking.</p>	<p>Demonstrates a far-ranging, well-organised theoretical and/or substantive knowledge base.</p> <p>Good evidence of critical thinking.</p>	<p>Demonstrates an excellent knowledge base which is detailed, coherent, in-depth, theoretical and/or substantive.</p> <p>Excellent evidence of critical thinking.</p>	<p>Demonstrates an outstanding knowledge base which is comprehensive, detailed and in-depth, with the capacity to integrate theoretical and substantive knowledge.</p> <p>Exemplary evidence of critical thinking.</p>

6. FEEDBACK

Feedback will normally be given to students 20 working days after the submission of an assignment, and will usually be available electronically.

7. INTRODUCTION TO STUDYING THE MODULE

7.1 Overview of the Main Content

The teaching sessions are designed to offer a range of activities to help students to develop their knowledge and understanding of the different aspects of educational technology as a field of study. The sessions will usually be a mixture of lecture style presentation and practical ICT based activities. By the end of this module students will have developed an understanding of the meaning and nature of educational technology and be able to differentiate and critically reflect on various approaches to educational technology. Practical activities such as testing and evaluating educational technology resources that are currently used in educational settings will enable students to develop practical ICT skills and understand from first-hand experience various ICT tools and their application in education.

7.2 Overview of Types of Classes

The 10 learning and teaching sessions for this module consist of a mixture of lectures (to include discussions and other collaborative opportunities), workshops and directed self-study. Sessions will usually take place on a weekly basis.

7.3 Importance of Student Self-Managed Learning Time

Student responsibility in the learning and development process will be emphasised. Students are required to undertake directed self-study and prepare in advance of sessions as directed by the module teaching team. Students will be encouraged to identify for themselves particular problems of difficulty and to use discussion time in sessions, where appropriate, for the resolution of these. Students must regularly access the Moodle site for this module. They should download the lecture material from the Moodle site, and carry out the recommended reading, before each lecture. Where appropriate, students are also expected to download other relevant materials e.g. seminar questions and study them in advance of sessions as directed, in order to derive maximum benefit from session time. The Moodle site gives guidance on the reading required for each week, the purpose of which is to encourage further reading both on and around the topic.

7.4 Employability

This module aims to develop students' academic potential so as to enhance employability and the potential for further study. It also aims to develop skills in communicating appropriately in English language in different contexts and to different audiences.

8. THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

The following overview is a *guide* to the content of the module. It is not intended as a complete and final list of the order in which sessions will occur. This depends on availability of tutors, rooms, timetable and resources.

Please check the module site on Moodle regularly for the most up to date information on session content and the requirements for preparation/follow up self-study.

Indicative content	
1	Introduction to education and technology
2	Digital literacy, digital learners
3	Technology and theories of learning
4	Reflecting on our own experience of technology in education
5	Technology in UK schools
6	Technology and pedagogy
7	Researching technology and education
8	Technology supporting different types of learners
9	Classrooms without walls
10	Review of your progress and assessment surgery

9. STUDENT EVALUATION

Feedback from student evaluations 2018-19 was **positive**. 100% of respondents agreed or strongly agreed with the statement that they were satisfied with their experience whilst studying this module

Example comments from 2018-19 students after completing the module:

- Overall a very interesting subject and very supporting staff. This module is challenging, motivating you to make that extra time reading and doing research. All teaching staff on this module are great and very knowledgeable.
- For some sessions there was a bit too much of reading to do. for example, having to read 2 chapters before the sessions.
- One of my favourite modules.

10. LEARNING RESOURCES

10.1 Module online reading list

You can access your online reading list through your Moodle site. Alternatively, you can reach it directly at <http://readinglists.lsbu.ac.uk> then search by the module name, module code (EDU_5 ITE) or module coordinator (Andrew Read) to find your reading list. The list will show you the library availability, as well as link you directly through to electronic material (if available).

You will find that anything that is on your core reading list will be stocked in the library, as well as much of the background reading. As the library is not able to provide a copy of every book for each student, you are able to place reservations on books when all copies are out on loan. The core reference section holds a single reference copy of everything that is on a core reading list so there should always be a copy available for you to see in the library.