

Master of Arts (MA)

Management of Technology Enhanced Learning (MTEL)



Winter 2020 / 2021

Semester Module Handbook

Content – Learning Outcomes – Instructors – Dates

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mtl100 Principles, theory, and practice of technology enhanced learning (TEL)

Required Course

Instructor	Dr. Paul Prinsloo, Research Professor in Open and Distance Learning (ODL) University of South Africa, Pretoria, South Africa
Content	This course studies the history and evolution of distance education and technology-enhanced learning (TEL). A selected range of social and political/economic factors, theories, learning and teaching models, technology and media innovations, institutions and systems, and major writers that have shaped the development of the field are critically examined. A variety of technologies are used to support the development of foundational skills and a personal learning environment that are integral to current practice. Students are also asked to periodically reflect upon opportunities and barriers that are characteristic of higher education within their local institutional and national context.
Learning Outcomes	<p>At the end of the course, students should be able to:</p> <ul style="list-style-type: none"> ▪ Identify the unique characteristics of distance education and TEL. ▪ Describe the major influences in the evolution of distance education -- social, economic, cultural and political -- from its early beginnings to current IT-based practices. ▪ Identify the key authors and theorists in distance education and TEL and analyse their contributions to the field; including applications and adoption within the student's educational context. ▪ Describe how distance education methodologies have changed over time, in particular how the roles of teacher and learner have evolved concurrently with new innovations. ▪ Describe various types of distance education institutions and the relevance of a systems approach to teaching and learning. ▪ Analyse the impact of technological changes on the nature of teaching and learning in distance education and TEL. ▪ Navigate and use an online learning environment, shared virtual spaces, and social media for the purpose of learning, documenting learning, and creating content. ▪ Master and apply research and writing skills for the purpose of critically analysing issues and topics discussed in relevant literature, synthesising findings, and communicating ideas and arguments with supporting evidence. (Note: All courses will have a research theme/focus) ▪ Learn collaboratively by using shared virtual spaces and networks to create content and successfully complete assigned team projects. ▪ Reflect on learning and articulate changes in thinking, feeling and behaviour.
Teaching Format	Internet-based discussion forums, group activities, learning activities, webinars, self-study, online seminars with guest experts
Maximum Enrollment	maximum 22 students
Prerequisites	Proficiency in internet and Microsoft Office use; self-organization skills.
Course Use	Required course. This course is required as the first course of the MTEL program.
Requirements for Awarding ECTS Credits	Students must successfully complete learning activities (PASS/FAIL) throughout the course, as well as regularly participate in discussion forums and group activities. ECTS points will be awarded upon successful completion of the portfolio, which includes the results of all course learning activities (e.g., brief essay, case study, expert interviews, report, reflective learning journal, small group project, debate, bibliography/annotation).
Credit Points and Hours	6 credit points 180 hours (self-study: approx. 80 hours; learning activities: approx. 80 hours; participation: approx. 20 hours)
Course Frequency	The module will be offered once per semester.
Grading Scale	1,0 / 1,3 / 1,7 / 2,0 / 2,3 / 2,7 / 3,0 / 3,3 / 3,7 / 4,0 / 5,0
Length	15 weeks
Dates	October 12, 2020 – February 7, 2021
Fees	900 Euro

mtl110 Learner support in technology enhanced learning (TEL)

Required Course

Instructors	Dr. Susan Bainbridge Sessional Instructor Athabasca University, Canada
Content	This course provides an introduction to the theories and concepts of support for learners in technology enhanced learning environments. Various types of learner support are examined, including tutoring and teaching; advising and counseling; and library, registrar, and other administrative services. Discussion addresses management issues, such as planning, organizational models, staffing and staff development, designing services to meet learner needs, serving special groups, and evaluation and applied research.
Learning Outcomes	At the end of the course, students should be able to: <ul style="list-style-type: none"> ▪ Explain the rationale for learner services in technology enhanced learning environments. ▪ Describe the various learner support functions. ▪ Critically analyze issues in the provision of learner support. ▪ Identify the contextual factors which determine a learner support model. ▪ Analyze the importance of learner characteristics for designing learner support. ▪ Describe the contributions that professional or staff development can make in achieving the goals of learner support within the TEL context. ▪ Identify the management challenges that are specific to learner support in TEL environments. ▪ Identify the rationale, approaches, and barriers for the use of quality assurance and evaluation for learner support services in TEL environments. ▪ Identify the various stakeholders and discuss motives, prejudices and biases that may be contained in the implementation of new media into learner support services. ▪ Evaluate the issues and challenges inherent to the adoption of new technologies and approaches in learner support. ▪ Critically analyze the strengths and weaknesses of learner support systems that have been designed to address a particular context.
Teaching Format	Internet-based discussion forums, group activities, learning activities, webinars, self-study
Maximum Enrollment	maximum 22 students
Prerequisites	Proficiency in internet and Microsoft Office use; self-organization skills; mtl100
Course Use	Required course
Requirements for Awarding ECTS Credits	Students must successfully complete learning activities (PASS/FAIL) throughout the course, as well as regularly participate in discussion forums and group activities. ECTS points will be awarded upon successful completion of the portfolio, which includes the results of all course learning activities (e.g., brief essay, case study, expert interviews, report, reflective learning journal, small group project, debate, bibliography/annotation).
Credit Points and Hours	6 credit points 180 hours (self-study: approx. 80 hours; learning activities: approx. 80 hours; participation: approx. 20 hours)
Course Frequency	The module will be offered once per semester
Grading Scale	1,0 / 1,3 / 1,7 / 2,0 / 2,3 / 2,7 / 3,0 / 3,3 / 3,7 / 4,0 / 5,0
Length	15 weeks
Dates	October 19, 2020 – February 14, 2021
Fees	900 Euro

mtl115 Design of technology enhanced learning (TEL) environments

Required Course

Instructors	Dr. Jill Fresen Senior Learning Technologist Oxford, United Kingdom Prof. Dr. Olaf Zawacki-Richter Director, Center for Lifelong Learning (C3L) Carl von Ossietzky University Oldenburg, Germany
Content	This course provides an overview of the use of digital media in a variety of educational settings, designed to identify properties, strengths, and weaknesses of digital media in different learning contexts. The basic psychological processes of perception, understanding, and learning with educational media will be introduced, with a focus on instructional design for technology enhanced learning environments and stand-alone learning objects. Students will identify and explore a variety of digital learning materials and apply instruments to evaluate them. Topics will include collaborative learning technologies, open educational resources, the impact of media on learning outcomes, methods of evaluation, quality assurance, and project management of TEL initiatives.
Learning Outcomes	At the end of the course, students should be able to: <ul style="list-style-type: none"> ▪ Define learning with multimedia and open educational resources (OER). ▪ Describe the development of media in the history of technology enhanced learning (TEL) as a function of interaction and independence. ▪ Identify the basic psychological processes involved in TEL. ▪ Outline the basics of sensation and perception in processing multiple media. ▪ Explain the rationale of design principles for TEL. ▪ Identify the opportunities for learning and teaching that TEL affords. ▪ Apply an instrument to evaluate the quality of multimedia (open) educational resources. ▪ Develop a proposal for a TEL project.
Teaching Format	Internet-based discussion forums, group activities, learning activities, webinars, self-study
Maximum Enrollment	maximum 22 students
Prerequisites	Proficiency in internet and Microsoft Office use; self-organization skills; mtl100
Course Use	Required course
Requirements for Awarding ECTS Credits	Students must successfully complete learning activities (PASS/FAIL) throughout the course, as well as regularly participate in discussion forums and group activities. ECTS points will be awarded upon successful completion of the portfolio, which includes the results of all course learning activities (e.g., brief essay, case study, expert interviews, report, reflective learning journal, small group project, debate, bibliography/annotation).
Credit Points and Hours	6 credit points 180 hours (self-study: approx. 80 hours; learning activities: approx. 80 hours; participation: approx. 20 hours)
Course Frequency	The module will be offered once per semester
Grading Scale	1,0 / 1,3 / 1,7 / 2,0 / 2,3 / 2,7 / 3,0 / 3,3 / 3,7 / 4,0 / 5,0
Length	15 weeks
Dates	October 26, 2020 – February 21, 2021
Fees	900 Euro

mtl125 International and transnational educational issues in technology enhanced learning (TEL)

Required Course

Instructors	Dr. Don Olcott, Jr. Global Higher Education Consultant Bucharest, Romania
Content	This course examines the development and current landscape of global open and distance education across developed and developing countries. Key topics include cross-border partnerships, emerging business models, academic quality, cultural and linguistic opportunities and challenges, and innovative packaging of content including MOOCs and open educational resources. Additionally, the module compares and contrasts key global professional and international associations (e.g., UNESCO, ICDE, AAOU, OECD, EDEN, USDLA, and The World Bank) the resources these organizations offer, and their diverse roles in promoting internationalism, global trade, and the quality assurance and management of global educational services. A major theme of the module is providing examples and case studies for comparative analyses amongst a variety of open and distance learning providers representing single and dual mode institutions and ODL universities/organizations from developed and developing countries. Private sector providers and government agencies are also covered in these analyses.
Learning Outcomes	At the end of the course, students should be able to: <ul style="list-style-type: none"> ▪ Critically reflect on the concepts of globalization, internationalization and development. ▪ Identify strategic trends and uses of open and distance learning (ODL) in global contexts. ▪ Critically reflect on the relevance of indicators in quality and effectiveness of global ODL. ▪ Assess the importance of education for development, particularly in emerging countries. ▪ Critically analyse strategic leadership principles including cultural agility, cross-border education, the role of language and culture in ODL, and regional and global drivers of economic and workforce development. ▪ Assess the changing conditions for education and ODL under the pressures of globalization and cross-border higher education. ▪ Identify various applications of technology enhanced learning (TEL) in the context of non-formal education, including new forms of packaging content and credentialing. ▪ Learn about the different uses of TEL in supporting K-12 schools and teacher education.
Teaching Format	Internet-based discussion forums, group activities, learning activities, webinars, self-study, online seminars with guest experts
Maximum Enrollment	maximum 22 students
Prerequisites	Proficiency in internet and Microsoft Office use; self-organization skills; mtl100
Course Use	Required course
Requirements for Awarding ECTS Credits	Students must successfully complete learning activities (PASS/FAIL) throughout the course, as well as regularly participate in discussion forums and group activities. ECTS points will be awarded upon successful completion of the portfolio, which includes the results of all course learning activities (e.g., brief essay, case study, expert interviews, report, reflective learning journal, small group project, debate, bibliography/annotation).
Credit Points and Hours	6 credit points 180 hours (self-study: approx. 80 hours; learning activities: approx. 80 hours; participation: approx. 20 hours)
Course Frequency	The module will be offered once per semester.
Grading Scale	1,0 / 1,3 / 1,7 / 2,0 / 2,3 / 2,7 / 3,0 / 3,3 / 3,7 / 4,0 / 5,0
Length	15 weeks
Dates	September 28, 2020 – January 24, 2021
Fees	900 Euro

mtll200 Strategic management and educational leadership in technology enhanced learning (TEL)

Elective Course

Instructors	Prof. Dr. Yasar Kondakci, Dean of the Graduate School of Social Sciences and Professor of Educational Administration & Planning Middle East Technical University, Turkey
Content	Decisions about educational and scientific institutional directions should be made strategically, taking into consideration an analysis of the competition, the market orientation and demand, and a clear understanding of institutional core competencies. This course presents and discusses strategic management approaches and methods and their use as a means for strategic control within the institution, specifically in reference to implementation of technology enhanced learning initiatives and projects. Initial course discussion concentrates on the basic concepts of strategic management and its suitability for educational and scientific institutions: Which products are produced? Who are the customers? And who are the competitors? Next, relevant approaches to strategic management are evaluated from both market-oriented and resource-based perspectives.
Learning Outcomes	At the end of the course, students should be able to: <ul style="list-style-type: none"> ▪ Describe basic concepts of strategic management. ▪ Recognize the strategic importance of activities such as quality management and target agreements. ▪ Apply strategic management concepts, in particularly within technology enhanced learning (TEL) projects. ▪ Identify issues that can arise when implementing strategic management activities related to TEL. ▪ Strategically analyze strategic management issues within various TEL contexts. ▪ Develop TEL solutions for addressing strategic problems within organizations, considering both the external and internal impact of adopting the solutions.
Teaching Format	Internet-based discussion forums, learning activities, webinars, self-study
Maximum Enrollment	maximum 22 students
Prerequisites	Proficiency in internet and Microsoft Office use; self-organization skills; mtll100
Course Use	Elective course
Requirements for Awarding ECTS Credits	Students must successfully complete learning activities (PASS/FAIL) throughout the course, as well as regularly participate in discussion forums and group activities. ECTS points will be awarded upon successful completion of the portfolio, which includes the results of all course learning activities (e.g., brief essay, case study, expert interviews, report, reflective learning journal, small group project, debate, bibliography/annotation).
Credit Points and Hours	6 credit points 180 hours (self-study: approx. 80 hours; learning activities: approx. 80 hours; participation: approx. 20 hours)
Course Frequency	The module will be offered once per semester.
Grading Scale	1,0 / 1,3 / 1,7 / 2,0 / 2,3 / 2,7 / 3,0 / 3,3 / 3,7 / 4,0 / 5,0
Length	15 weeks
Dates	November 16, 2020 – March 14, 2021
Fees	900 Euro

mtl220 Change management and innovation for technology enhanced learning (TEL)

Elective Course

Instructors	Prof. Dr. Albert Sangrá UNESCO Chair in Education and Technology for Social Change, Universitat Oberta Barcelona, Spain
Content	Change has strong bonds with social, economic and cultural dimensions of our everyday lives and, therefore, continually shapes and affects every day institutional operations. Change must be learned because it influences the way we perceive the world; however, any project that results in or promotes change in organisations requires professional management of that change. To this end, the course provides insights regarding change and innovation, closely examining their transformational potential in TEL, and further examines education-related theoretical concepts. This course then concentrates on a systematic approach to (planned) changes and conducts an in-depth discussion into the tasks and challenges of and coping mechanisms for change management, with a specific focus on issues surrounding the implementation of technology within learning environments and educational institutions.
Learning Outcomes	At the end of the course, students should be able to: <ul style="list-style-type: none"> ▪ Describe the need for and goals of change management. ▪ Outline models of change management and how these models can be implemented within TEL organisations. ▪ Describe the role of staff and management leadership within change processes. ▪ Identify (incentive) tools for supporting management of change, as well as recognise limitations of the tools. ▪ Develop recommendations and action plans for managing change within TEL organisations. ▪ Possibilities of communication and participation in the change of and in organisations can show.
Teaching Format	Internet-based discussion forums, learning activities, webinars, self-study
Maximum Enrollment	maximum 22 students
Prerequisites	Proficiency in internet and Microsoft Office use; self-organization skills; mtl100
Course Use	Elective course
Requirements for Awarding ECTS Credits	Students must successfully complete learning activities (PASS/FAIL) throughout the course, as well as regularly participate in discussion forums and group activities. ECTS points will be awarded upon successful completion of the portfolio, which includes the results of all course learning activities (e.g., brief essay, case study, expert interviews, report, reflective learning journal, small group project, debate, bibliography/annotation).
Credit Points and Hours	6 credit points 180 hours (self-study: approx. 80 hours; learning activities: approx. 80 hours; participation: approx. 20 hours)
Course Frequency	The module will be offered once per semester.
Grading Scale	1,0 / 1,3 / 1,7 / 2,0 / 2,3 / 2,7 / 3,0 / 3,3 / 3,7 / 4,0 / 5,0
Length	15 weeks
Dates	November 2, 2020 – February 28, 2021
Fees	900 Euro