Master of Arts (MA)

Management of Technology Enhanced Learning (MTEL)

Center for Lifelong Learning

Winter 2019-2020

Semester Module Handbook

Content – Learning Outcomes – Instructors – Dates

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CARL VON OSSIETZKY universität OLDENBURG

Contents

Required Modules

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

Required Course

Instructors	Dr. Don Olcott, Jr. Global Higher Education Consultant | Bucharest, Romania Dr. Paul Prinsloo Research Professor in Open and Distance Learning (ODL) | University of South Africa, Pretoria, South Africa
Content	This course will study 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 will be critically examined. A variety of technologies will be used to support the development of foundational skills and a personal learning environment that are integral to current practice. Students will also be asked to periodically reflect upon opportunities and barriers that are characteristic of higher education within their local institutional and national context.
Learning Outcomes	At the end of the course, students should be able to: ▪ 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	September 30, 2019 – January 26, 2020
Fees	1 200 Euro

mtl105 Practitioner research in technology enhanced learning (TEL)

Required Course

Instructors	Prof. Dr. Olaf Zawacki-Richter Director, Center for Lifelong Learning (C3L) | Carl von Ossietzky University Oldenburg, Germany Melissa Bond Research Associate, Center for Lifelong Learning (C3L) | Carl von Ossietzky University Oldenburg, Germany
Content	This course will provide an introduction to a variety of quantitative and qualitative research methods used in the social sciences as applied in online distance education and technology enhanced learning. Emphasis will be on planning and designing research and evaluation projects, choosing appropriate methods of investigation, and learning the practical aspects of quantitative and qualitative data collection and analysis. Major research paradigms will be explored, and an overview of the various research fields in technology enhanced learning will be provided. The Statistical Package for the Social Sciences (SPSS) will be used to manage and analyze data. Skills in collecting quantitative and qualitative data and in analyzing, interpreting, and reporting the results of empirical investigations will be developed.
Learning Outcomes	At the end of the course, students should be able to: ▪ Explain the rationale behind major research paradigms in the social sciences. ▪ Identify and explore major research areas in open and distance learning (ODL). ▪ Define a research question, carry out a literature search and state a hypothesis. ▪ Plan and manage educational research, including setting research priorities. ▪ Choose a research design that is appropriate for a defined research question. ▪ Collect and analyse qualitative and quantitative data. ▪ Analyse and interpret qualitative and quantitative data. ▪ Report on research findings and knowledgeably discuss the qualitative and quantitative research process.
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	Required course. This course is required as the second 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 28, 2019 – February 23, 2020
Fees	1 200 Euro

mtl110 Learner support in technology enhanced learning (TEL)

Required Course

Instructors	Dr. Susan Bainbridge Sessional Instructor | Athabasca University, Canada Dr. Patricia Slagter von Tryon Associate Professor | East Carolina University, USA
Content	This course will provide an introduction to the theories and concepts of support for learners in technology enhanced learning environments. Various types of learner support will be examined, including tutoring and teaching; advising and counseling; and library, registrar, and other administrative services. Discussion will address 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: ▪ 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 and mtl105
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 28, 2019 – February 23, 2020
Fees	1 200 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: ▪ 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 and mtl105
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	November 18, 2019 – March 15, 2020
Fees	1 200 Euro