

mtl100

Principles, Theory, and Practice of Technology Enhanced Learning (TEL)

Course Content and Learning Objectives

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 Objectives:

At the end of this course, students should be able to:

1. Identify the unique characteristics of distance education and TEL.
2. Describe the major influences in the evolution of distance education -- social, economic, cultural and political -- from its early beginnings to current IT-based practices.
3. 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.
4. Describe how distance education methodologies have changed over time, in particular how the roles of teacher and learner have evolved concurrently with new innovations.
5. Describe various types of distance education institutions and the relevance of a systems approach to teaching and learning.
6. Analyse the impact of technological changes on the nature of teaching and learning in distance education and TEL.
7. Navigate and use an online learning environment, shared virtual spaces, and social media for the purpose of learning, documenting learning, and creating content.
8. 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)
9. Learn collaboratively by using shared virtual spaces and networks to create content and successfully complete assigned team projects.
10. Reflect on learning and articulate changes in thinking, feeling and behaviour.

Teaching and Learning Forms	Internet-based discussion forums, group activities, learning activities, webinars, self-study, online seminars with guest experts
Prerequisites	Proficiency in internet and Microsoft Office use; self-organization skills This course is required as the first course of the MTEL program.
Course Use/Reuse	Required. Course module is specific to the MTEL program; currently not in use by other programs.
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).
ECTS Points and Grading	6 ECTS Grading Scale: 1,0 / 1,3 / 1,7 / 2,0 / 2,3 / 2,7 / 3,0 / 3,3 / 3,7 / 4,0 / 5,0 Learning activities will be graded as PASS/FAIL. At mid-semester, students will receive a progress report regarding their status in class, along with feedback for improvement.
Course Frequency/Cycle	Minimum once per semester
Workload	180 hours (self-study: approx. 80 hours; learning activities: approx. 80 hours; participation: approx. 20 hours) 6 credit points per course
Course Length	15 weeks
Other Information	