

1.	Title	Technology in teaching, learning and assessment.
2.	Level *	7
3.	Credits	30
4.	Indicative Student Study Hours	Taught class sessions: 35 hours Individual academic tutorials: 2 x 30 minutes Self-directed study hours: 264 hours Total Study hours: 300 hours
5.	Core (must take and pass), Compulsory (must take) or Optional	Optional

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

This optional module enables students to design a module of study, reflecting the identified requirements for contemporary educators to embed computational thinking in teaching, learning and assessment.

Computational thinking (Wing, 2008) is a universal attitude and skills set that is an important competence and influences all areas of education teaching, learning and managing. The ability to think computationally is essentially learning through the process of problem solving and algorithmic thinking (Bundy, 2007). An ability to use, plan, design and deliver using technology is an increasingly essential competency for all teachers, managers, leaders and students in 21st century education. Students and teachers engage with computing and technology in their everyday life and developing the transformational competencies of creating new value, reconciling tensions and dilemmas, and taking responsibility for self-regulated learning are key to a creative, inclusive and sustainable economic, social and academic future (Barr & Stephenson, 2011; Grover & Pea, 2013) This module will encourage the development of transformational competencies through innovate pedagogy by students designing and creating an independent digital teaching and learning programme on a topic of their choice.

6. Learning Outcomes - On successful completion of this module a student will be able to:

(Add more lines if required)

1.	Create a programme of independent study incorporating technology which includes specific learning outcomes relating to independent study on a topic of your choice
2.	Evidence new knowledge and understanding in direct relation to a current issue within the field of education, embedding computational thinking in the curriculum.
3.	Critically assess the process of independent study and the improvements, which can be incorporated into one's practice as a direct result of this module.

4.	Critically review debates central to own professional context in lifelong learning in relation to the opportunities and challenges computational thinking presents.
Generic outcomes	
5	Demonstrate the ability to construct evidence-based arguments.
6	Manage a diverse range of scholarly activities effectively and independently.

7. Assessment

Pass on aggregate or Pass all components

(modules can only be pass all components if this is a PSRB requirement)

Pass on aggregate

Summary of Assessment Plan

	Type	% Weighting	Anonymous Yes / No	Word Count/ Exam Length	Learning Outcomes Coverage	Comments
1.	Research report	100%	YES	4000 words or equivalent	LOs 1-6	

Further Details of Assessment Proposals

Give brief explanation of each assessment activity listed

Produce and present a research project in the form of an online blended module or a MOOC (Massive open source online course) digital course, detailing the work you have undertaken to critically review the findings of evidence-based research and practice, and relate them to professional practice and values in your curriculum area.

Examples of a digital presentation may include (but are not limited to):

- A Prezi presentation
- A digital poster
- An interactive PowerPoint presentation
- A virtual presentation delivered online

A reflective report on the research process and your own strengths and areas of challenge with regard to using technology and developing a module at the appropriate level. How successful was it, why, and what you would improve if you had to repeat the process, are key questions to address?

A small-scale research project provides an opportunity for you to identify and explore an area of personal educational interest in your own context and to give you experience of and insights into the realities of conducting research in an educational setting. When selecting a topic to examine, consider links to optional course modules you may select.

In order to demonstrate appropriate knowledge relating to educational research methodology, the data that you use for the final investigative project must be newly collected.

8. Summary of Pre and / or Co Requisite Requirements

n/a

9. For use on following programmes

Masters in Education studies

Module Specification
reviewed annually

Part 2- to be

1. Module Leader	TB
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2. Indicative Content

Lectures include the following topic/subject foci:

- Critically evaluating the importance of time management and well-being/mindfulness when developing a program of study.
- Self-assessment and personal skills analysis.
- Evaluation and application of innovative pedagogical models and theories.
- Self-reflection analysis and procedures in relation to designing and developing an independent programme of study.
- Define what computational thinking is and what core concepts/attributes are in relation to contemporary education praxis.
- Critically evaluate the challenges and the opportunities that computational thinking provides in developing innovative pedagogies.
- Explore alternative educational providers e.g. online MOOCS like Future learn's 'Blended Learning'.
- Design, plan, teach, assess and evaluate learning programs, making appropriate use of English, mathematics and digital technologies available on open source platforms.
- Explore a range of interactive digital technologies to design, deliver and assess the impact on learning of e-learning.
- How do educators monitor and evaluate e-teaching and learning recognising particular curriculum and professional challenges? Identifying assessment strategies that respond to these concerns in sophisticated, innovative and creative ways.

3. Delivery Method (please tick appropriate box)

Classroom Based	Supported Open Learning	Distance Learning	E-Learning	Work Based Learning	Other (specify)
X			Will include an online option to engage in MOOCs and other related blended learning material		

If the Delivery Method is **Classroom Based** please complete the following table:

	Activity (lecture, seminar, tutorial, workshop)	Activity Duration - Hrs	Learning Outcomes	Comments
1	Lectures	30		LOs 1-6
2	Individual academic tutorials	2 x 30 minutes		LOs 2, 5
3	Presentations	5	ALL	Students will present their MOOC or blended learning module Individual support to encourage and inform students dependent on the knowledge, skills and experience of the cohort.
4	Guided and self-directed research and study	264		
Total Hours		300		

If delivery method is *not* classroom based state lecturer hours to support delivery

Each student receives two 30 minutes academic tutorials per module.

4. Learning Resources

To include contextualised Reading List.

Highly recommended

Attwell, G & Hughes, J., (2010) *Pedagogic Approaches to Using Technology for Learning. Literature Review*. LLUK publication: CC/01 2011/01.

Browne, L & Sharpe, R., (2015) *Digital Student: Further Education. FE learner's expectations and experiences of technology – Synthesis report*. Oxford Brooks University: Lisc publications.

Sutherland, R. (2013) *Education and Social Justice in a Digital Age*. Bristol: Policy Press

Thompson, R. (2019) *Education, Inequality and Social Class*. London: Routledge.

Websites

The Bolt Project (2013) *Case Studies* [Online] <https://www.boltlearning.com/case-studies/http://www.boltlanding.whitecreativecompany.co.uk/> (accessed 30 March 2016).

The Education & Training Foundation (2016) *Learning Technology Support* [Online] <http://www.et-foundation.co.uk/supporting/support-practitioners/learning-technology-support/> (accessed 30 March 2016).

Recommended

Relevant subject specialist literature dependent upon specialism.

BBC Webwise [Online] <http://www.bbc.co.uk/webwise/0/20595791> (accessed 30 March 2016).

Jisc (2016) *Jisc Digital Student. Investigating students' expectations of the digital environment.* [Online] <https://digitalstudent.jiscinvolve.org/wp/challenges/challenge-prepare-and-support-students/> (accessed 30 March 2016).

Morris, N & Lambe, J., *Palgrave Study Skills: Studying a MOOC: A guide.* [Online] <https://he.palgrave.com/resources/Product-Page-Downloads/M/Morris-Studying-a-MOOC/Studying-a-MOOC-Neil-Morris-James-Lambe.pdf> (accessed 30 March 2016).

Open University (2016) *Being Digital. Skills for life* online. [http://www.open.ac.uk/libraryservices/beingdigital/activities] Background reading (accessed 30 March 2016).

1.	Title	Mental Health and well-being in Education
2.	Level *	7
3.	Credits	30
4.	Indicative Student Study Hours	Taught class sessions: 35 hours Individual academic tutorials: 2 x 30 minutes Self-directed study hours: 264 hours Total Study hours: 300 hours
5.	Core (must take and pass), Compulsory (must take) or Optional	OPTIONAL

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

The module introduces theories and core values of mental health when considering the experience of mental health problems across the key stages, from Primary through to Higher Education, and focusing on students, teachers and leaders. A key theme is the professional experience and ethical practice in relation to supporting all social agents involved in widening participation, inclusivity, promoting social justice and sustainable education.

The differing manifestations of mental health, distress, including diagnosed mental health problems, substance misuse, eating disorders, early intervention and co-morbidity will be explored and the direct impact on education as well as the broader impact this circular causality has on education. Students will critically appraise models of support with a focus on anti-discrimination and empowerment in their practice. Risk factors and risk management, pastoral pathways, innovations in meeting the needs of 'your students' and self-care (both personally and professionally) will be evidenced in teaching, learning and assessment practices. Pastoral care, partnership working, sharing information and safe practice are intrinsic to the practice encouraged through engagement with the content on this module. Stigma, labelling, discrimination and social exclusion within society and its impact on the education setting will be addressed with models to offer support, promote wellbeing and good mental health; addressing both the student and educator perspective.

6. Learning Outcomes - On successful completion of this module a student will be able to:

(Add more lines if required)

1.	Critically review government and external agencies policy and processes in regard to mental health and wellbeing.
2.	Demonstrate a critical understanding of the impact of multiple discrimination and social exclusion including its development and maintenance of mental health needs.

3	Critically review the support structures in place in education and the implications for anti-discriminatory practice and inclusion across the key stages.
4.	Critically reflect on potential areas of collaboration and pathways that could be created to support individuals with mental health and well-being challenges to promote inclusivity, social justice and widen participation.
Generic outcomes	
5.	Demonstrate the ability to construct evidence-based arguments.
6.	Manage a diverse range of scholarly activities effectively and independently.

7. Assessment						
Pass on aggregate or Pass all components <i>(modules can only be pass all components if this is a PSRB requirement)</i>				Pass all components as an essay assignment 100%		
Summary of Assessment Plan						
	Type	% Weighting	Anonymous Yes / No	Word Count/ Exam Length	Learning Outcomes Coverage	Comments
1.	Research project	100%	YES	4000	LOs 1-6	
Further Details of Assessment Proposals Give brief explanation of each assessment activity listed						
Please see Moodle for a detailed research project template.						
8. Summary of Pre and / or Co Requisite Requirements						
N/A						
9. For use on following programmes						
MA in Education studies						

1.	Module Leader	TBc
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2.	Indicative Content
	<p>Lectures include the following topics/foci:</p> <ol style="list-style-type: none"> 1. The Social constructs and social context of mental health and wellbeing. 2. An examination of the mental health needs of students. 3. An analysis of the impact on the wider network and the systemic considerations when working in the role of an educator, to include anti-discriminatory practice. 4. Identify, evaluate and assess pathways for support. 5. Educator self-analysis and self-care evidenced through reflexivity. 6. Introduction to the concept of good mental health and well-being 7. Student perspective and educator perspective 8. Learning disorders and co-morbidity 9. Curriculum related stress; outdoor and alternative approaches within education 10. Workload management – educator and student perspectives 11. Self-analysis and self-care, stress and anxiety prevention 12. Working collaboratively 13. Technology and healthcare innovation 14. Reflection and evaluation of research skills and competences.

3. Delivery Method <i>(please tick appropriate box)</i>					
Classroom Based	Supported Open Learning	Distance Learning	E-Learning	Work Based Learning	Other (specify)
X					
<i>If the Delivery Method is Classroom Based please complete the following table:</i>					
	Activity (lecture, seminar, tutorial, workshop)	Activity Duration - Hrs	Comments	Learning Outcomes	
1	Lectures	25		LOs 1-6	
2	Workshops	4	Delivered by mental health professionals, external to UCC	-	
3	Individual academic tutorials	2 x 30 minutes		LOs 1-5	
4	Independent self-directed study	270			
Total Hours		300			

If delivery method is <i>not</i> classroom based state lecturer hours to support delivery	Each student receives two 30 minutes academic tutorials per module.
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4. Learning Resources

To include contextualised Reading List.

Adelman, H.S., & Taylor, L. (2015). *Transforming student and learning supports: Developing a unified, comprehensive, and equitable system*. Los Angeles: Centre for Mental Health in Schools. <http://smhp.psych.ucla.edu/pdfdocs/book/book.pdf>

Barden, N. and Caleb, R. (2019). *Student Mental Health and Wellbeing in Higher Education: A practical guide*. London: Sage Publications

Price, S. (2019) *Essential Guides for Early Career Teachers: Mental Well-being and Self-Care*. St Albans: Critical Publishing

Smith, E. (2018) *Key issues in education and social justice (Education studies, key issues)*. London: SAGE.

Recommended:

Cole, M. (2017) *Education, Equality and Human Rights*. Abingdon: Routledge

Glazzard, J. and Bostwick, R. (2016) *Positive Mental Health: A Whole School Approach*. St Albans: Critical Publishing

Hart, C. (2013) *Aspirations, Education and Social Justice. Applying Sen and Bourdieu*. London: Bloomsbury.

Shute, R. and Slee, P. (2016) *Mental Health and Wellbeing through Schools: The Way Forward*. Oxon: Routledge

Stones, S. and Glazzard, J. (2019) *Supporting Student Mental Health in Higher Education*. St Albans: Critical Publishing

