DCAD Online Teaching Module

Module Participants

This module is designed for those who teach in all disciplines within higher education and who are committed to the provision of technology-enhanced learning in their current or future teaching practice. The module will be of most interest to those staff that have identified a new or existing course or resource, which they need to prepare for online or blended delivery.

Module Aim

This module aims to equip those engaged in teaching in higher education with competence in online teaching, while focusing on enhancing learning by harnessing the potential of new and emerging technologies. The module reflects a learner-centred pedagogy, nurturing a continuing process of personal development and reflective learning.

You will experience first hand the challenges of meeting the educational needs of learners in the online environment while you yourself will be simultaneously provided with an authentic online learning experience.

Delivery Mode

The learner environment will be online via the DRHEA Virtual Learning Environment (VLE, Moodle).

Both synchronous and asynchronous modes of communication will take place via online discussion fora, activities, chat and webinars delivered via the virtual classroom.

To complement delivery two face-to-face sessions will be offered in Dublin City University.

Initial Key Delivery Dates:

- 20 March 2012 Start Date
- 28 March 2012 Introductory Face-to-face Session in Dublin City University

Module Requirements

Reliable and regular access to the Internet (preferably broadband) is a pre-requisite; in addition you will need a headset (with microphone) to participate in the virtual classroom activities.
Teaching, Learning and Assessment Activities

The module consists of five components:

Module Orientation
• Module Overview and Structure, Participation, Expectations and Requirements, Online Module Guidelines, Reflective Practice.

Introduction to Online Learning
• Digital Literacy, Pedagogical Characteristics of Online Learning, Changing Roles of Teachers & Learners, Current Trends & Emerging Technologies, Learning Technologies (Part 1) Blogs & RSS.

Teaching in the Online Environment
• Online Learning Communities, Online, Communication and Interaction, Skills and Competencies for Online Teaching, Models of Online Teaching, Learning Technologies (Part 2) Wikis.

Managing the Online Environment
• Online Course Management, Motivating Online Learners, Managing Difficult Learners, Managing Online Discussions, Learning Technologies Part 3 – Social Networks.

Online Resources & Learning Activities
• Online Educational Resources, Accessing and Integrating Resources, Creating Online Learning Activities, Copyright, Accessibility and Usability.

Module Assessment

The module will be formally assessed:
NQF: Level 9 – 5 ECTS Credits.

Assessment breakdown:
- Learning Resources Plan - 20%
- Development of Learning Resources - 30%
- Professional Learning Journal - 40%
- Online Participation - 10%

Module Participation

Participants are expected to play an active role throughout the module. As a participant you will be supported through a series of scheduled individual and group activities. You will work through online resources and guided readings while recording your thoughts and sharing your learning with your co-participants.
Module Learning Outcomes

On successful completion of this module you will be able to:

- Evaluate your own teaching with a view to identifying opportunities to incorporate educational technologies to support learning.
- Critique a range of educational technology tools to determine suitability for your own teaching and appropriate to your own competence level with technology.
- Synthesise pedagogic and skills and strategies to design effective learning opportunities in an online learning environment.
- Reflect on your experience of being an online learner and how this might influence your own teaching approaches.
- Produce a plan, with timelines, tasks and evaluation plans for the use of appropriate technologies.
- Develop learning resources, approaches and techniques, to enable you to incorporate increased utilisation of technology-enhanced learning in at least one module, which you teach.

Indicative Module Workload Content

1. Directed Learning – 10hrs
   Comprising of face-to-face tutorials.

2. Online Learning – 25hrs
   Including participation in webinars, online discussions, and group learning activities and maintaining an online professional learning journal.

3. Independent Learning Time – 50hrs
   Working through module resources, core texts, undertaking additional

4. Assignments – 40hrs

Total Workload = 125hrs

Module Commencement Date 20 March 2012 – 16 weeks duration

Further Information or to register your interest in participating please contact:
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