

Learning Design & Technology in Practice



UKPSF: A1, A4, A5, K2, K4, V1, V4



For investigative participation, action competence and group discussion.

This module has been designed to support postgraduate students in the development of their skills and understanding related to the practices of learning designers, learning technologists and related roles.

It has a strong employability focus and emphasis is placed on practice which includes design, planning, evaluation, team work and collaborative learning.

The course is offered both online and on-campus/blended.

The unit is organised into 3 blocks which explore the landscape of the sector, evaluation of tools, and planning learning resources all of which are key skills in the employment market.

Students are supported to create action plans for their own development, and time is given to support ongoing reflexive and reflective practice.

Throughout the course students will be introduced to the sustainability goals and will explore what this means in practice, for example through evaluating the sustainability of tools and spaces.

Through the application of learning design models students will also consider accessibility & inclusivity when designing educational resources.

How specific learning objectives have been achieved:

At the end of the module students were able to:

Identify

- a range of practical skills that are required to work in learning design and technology practices and how they can be applied in a range of contexts and sectors.
 - what digital software, apps and tools are used in the Learning Technology industry and how they can be used according to need.
 - matters of digital ethics in technology selection and use, including issues of sustainability, privacy, security, algorithmic bias.
 - upcoming technological changes in the current market and express informed opinions on how these may impact future practices in work, home, school, social & public life.
- Reflect on their own skills development and identify areas for improvement, and take action to address this
 - Hold consultations to advise on the most appropriate tool/approach to solve a learning problem.
 - Work with others to identify & communicate a digital solution to a learning problem.
 - Assess and test the latest software and tools within the Learning Technology industry.
- Plan a learning resource that makes use of a variety of features for example interaction, animation, audio/video.
 - Recommend specific tools and approaches to overcome and enable technology to be used in teaching and learning informed by evidence and theory.



How specific learning objectives were assessed:

Learners will create an individual action plan on skills development that recognises learner position in relation to the sector. They will also carry out a consultation with a user on technology selection and/or implementation and submit a reflective summary of this. Finally students will work in groups to create an annotated learning design for an educational resource. Learners will also provide formative peer feedback on the learning designs of other groups.



How SDGs have been included:



Learners will reflect on the accessibility, inclusivity and sustainability of learning spaces

Learners will develop their technical and vocational skills to support future employment in decent jobs



Learners will evaluate tools and software for sustainability, inclusivity and accessibility

How have the designed teaching and learning activities been delivered?

Object based learning to explore the sector including challenges and skills from the past and present, and those that might be anticipated for the future.

Storytelling approaches to learn from practitioners

Consultation practice and reflection

Learning landscapes to explore learning and sustainability in a variety of traditional and non-traditional learning spaces.

Practical application of learning design model(s) to plan an online educational resource.