Anglia Ruskin University

Module Definition Form (MDF)

Module code: MOD005447	**Version:** 1 **Date Amended:** 04/May/2016

1. Module Title
Computer-Based Learning Environments

2a. Module Leader
Chris Jakeman

2b. Department
Department of Computing and Technology

2c. Faculty
Faculty of Science and Technology

3a. Level
6

3b. Module Type
Standard (fine graded)

4a. Credits
15

4b. Study Hours
150

5. Restrictions

Type	Module Code	Module Name	Condition
Pre-requisites:	None		
Co-requisites:	None		
Exclusions:	None		
Courses to which this module is restricted:			

LEARNING, TEACHING AND ASSESSMENT INFORMATION

6a. Module Description

Students will engage with aspects of key learning theories and the ways in which they may be applied to designing the structure and content of practical computer-based learning environments (CBLEs). The student will review and analyse a range of CBLEs and the tools and technologies which underpin them, in particular developments in Web 2.0 applications. The student will also be introduced to an analysis and development cycle suitable for the production of CBLEs 'fit for purpose' in a practical educational environment to enable them to produce a suitable artefact which will be a CBLE or their choice.

The aspects of the module which are concerned with underpinning learning theory are assessed by means of a reflective 'blog' linked to personal experience as a learner, peer discussion and collaboration, and research.

During in class lectures and seminars, students will collaborate and share ideas on a WIKI and on group forums, they will peer review each other's work and evidence that they have acted on feedback given, or justify why they took the decision not to. Following this, the student should be able to synthesise the results of analysis, and their newly-acquired knowledge of the possibilities of CBLEs, into an effective application of learning technologies. They will also be required to justify and evaluate the prototype CBLE which they have developed, with regard to their chosen specific learning situation.

This module will help prepare the student to work in a variety of educational support roles, developing and maintaining CBLEs, and working alongside teaching specialists to achieve optimal results in the application of learning technology. The student may also use the experience of this module as a springboard for further educational study and a teaching / lecturing career or as a learning technologist.

6b. Outline Content

Learning theories and key thinkers: Bloom's taxonomy, Kolb's learning cycle, Salmon's 5 stage model, Gee's games based learning principles

Learning theories and computer-based learning environments: scaffolded and exploratory

constructivist environments, programmed instructional models, learning objects, cooperative learning environments.

Generic support environments, multimedia tools for learning environments, specialised learning applications, general problem-solving environments, volatile open environments

Analysing a learning situation: learning activities, roles, support materials, social interactions.

Selecting appropriate learning theories and support paradigms for a given learning situation;modelling and transforming the learning process.

Implementing a prototype CBLE: tool selection, implementing a learning process, cooperative

and incremental development, assembling content, quality assurance and evaluation

6c. Key Texts/Literature

The reading list to support this module is available at: http://readinglists.anglia.ac.uk/modules/mod005447

6d. Specialist Learning Resources
Access to Internet for research, including experimental use of variety of Web 2.0 applications Access as authors to a VLE.

7. Learning Outcomes (threshold standards)		
No.	**Type**	**On successful completion of this module the student will be expected to be able to:**
1	Knowledge and Understanding	Critically evaluate and reflect on a range of evolving learning theories, design principles ,tools and technologies and the ways in which they may be applied to computer-based learning environments (CBLEs).
2	Knowledge and Understanding	Analyse a learning situation in preparation for the design of a CBLE, taking account of existing learning activities, roles, support materials and social interactions.
3	Intellectual, practical, affective and transferrable skills	Synthesise information to justify the selection and use of appropriate tools and techniques to create and evaluate a prototype CBLE in support a specific learning situation.

8a. Module Occurrence to which this MDF Refers				
Year	**Occurrence**	**Period**	**Location**	**Mode of Delivery**
2017/8	F01UCP	Semester 2	University Centre, Peterborough	Face to Face

8b. Learning Activities for the above Module Occurrence			
Learning Activities	**Hours**	**Learning Outcomes**	**Details of Duration, frequency and other comments**
Lectures	12	1,2,3	Lecture 1 hr x 12 weeks
Other teacher managed learning	24	1,2,3	Practical 2 hr x 12 weeks Web-based learning resources to be used to augment other media / resources.
Student managed learning	114	1,2,3	Use of on-line learning resources, bulletin boards, discussion forums, blogs,VLE, Internet-based research.
TOTAL:	150		

9. Assessment for the above Module Occurrence					
Assessment No.	**Assessment Method**	**Learning Outcomes**	**Weighting (%)**	**Fine Grade or Pass/Fail**	**Qualifying Mark (%)**
010	Coursework	1	30 (%)	Fine Grade	30 (%)
Blog (1000 words equivalent) reflecting on range of Learning theory, tools and technologies					
Assessment No.	**Assessment Method**	**Learning Outcomes**	**Weighting (%)**	**Fine Grade or Pass/Fail**	**Qualifying Mark (%)**
011	Coursework	1,2,3	70 (%)	Fine Grade	30 (%)
design, implementation and evaluation of a prototype VLE (2000 words equivalent)					

In order to pass this module, students are required to achieve an overall mark of 40%.
In addition, students are required to:
(a) achieve the qualifying mark for each element of fine graded assessment of as specified above
(b) pass any pass/fail elements