

BA Innovation in Learning and Development (Top-up)



Module Guide: Learning Today

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Level 6 – 20 Credits

Module Leader: Patricia Johnson

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Table of Contents

KEY CONTACT TEAM DETAILS	3
TABLE OF CONTENTS	4
THE AIM OF THIS MODULE	5
HOW YOU WILL ACHIEVE THIS	5
SPECIFIC EXPECTATIONS TUTORS HAVE OF STUDENTS.....	6
LEARNING OUTCOMES.....	6
ASSESSMENT.....	6
ASSESSMENT CRITERIA (LEARNING OBJECTIVES COVERED-ALL)	11
MODULE LEARNING HOURS.....	13
LEARNING RESOURCES: RECOMMENDED READING	13
ENGAGEMENT.....	15
NEED HELP? JUST ASK	15
GETTING SUPPORT FOR YOUR STUDIES	16
MODULE EVALUATION – HAVE YOUR SAY!	16

The Aim of This Module

To enable you to think critically and creatively, recognise the complexity of human learning and development within and beyond formal schooling.

How You Will Achieve This

The module requires you to critique theories and models of learning and consider how new developments in science, technology, self-organised or digital learning might impact provision of learning experiences and solutions.

It develops knowledge and understanding of the key theories and principles of high impact learning and how these interact with philosophical ideas around the purposes of education and lifelong learning. Social values and ethical issues such as digital poverty, inclusion and cultural capital are discussed and debated.

The module is rooted in an expansive vision of learning that incorporates concepts of innovation, inquiry, and self-organising systems. The module aims to stimulate thinking about learning and to challenge assumptions about winners and losers in the learning game.

This module encourages you to re-evaluate your thinking on how humans learn in the light of new advances in science and technology. Alongside theoretical models and concepts, you will critically review and discuss the implications of the following developments on how we engage with, experience and design learning:

- Digital learning
- Artificial intelligence (AI) and augmented reality (AR)
- Gamification and digital learning
- Learning design and rewards e.g., learning that “sticks”.

Specific Expectations Tutors Have of Students

- Attend all classes and arrive at classes punctually.
- Read articles and signposted resources provided prior to seminars and prepare answers to questions as per instructions given.
- Behave professionally in classes and not to cause any disruption that might affect other students' learning.
- Actively participate and engage in class activities.
- Inform tutor via email when not able to attend any classes.
- Communicate with tutors in a professional manner.
- If part of your assessment is presentation, dress in formal business attire for group presentations.
- Attempt all assessments by the submission deadline unless there are extenuating circumstances (in which case please contact your Programme Leader for extension request or mitigation claim).

Learning Outcomes

At the end of this module, you will be able to:

- LO1: Understand the diversity of learner needs & complexities in personalising learning.
 LO2: Critically assess the role of technology and innovation as drivers of change.
 LO3: Use primary & secondary sources, theoretical & research-based evidence to develop knowledge & understanding.
 LO4: Critically analyse and apply theory & concepts to a range of real-world learning or business challenges & opportunities.
 LO5: Work independently & interdependently under pressure to meet deadlines.
 LO6: Communicate information, ideas, and arguments in writing or orally to influence others.

Assessment

Assessment for this module comprises of two pieces of work, as summarised below.

Assessment Element Number	Summative Assessment Type	Module Learning Outcome	Word Count or Equivalent	Weighting	Overall Pass Mark for the Module	Threshold for the Module or Element	Submission Week Number (indicative)
A1	Written assignment	1, 2, 3	2,500 words	60%	40%		14
A2	Presentation	4, 5, 6,	15 mins	40%	40%		12

Assessment Part A1

This assessment covers Learning Outcomes: **LO1 – LO3**

The format of delivery is a **Written Assignment**

The word count is **2,500 words** +/-10% (excluding the bibliography)

The deadline for this assessment is: **Wednesday 24th January 2024**

This assessment is weighted as **60%** of your overall module mark.

Background to the Assignment

Education is a complex environment across all the key stages, with schools now competing to be higher in the league tables, secure higher enrolments and ensuring they meet all legislation around 'fair access to learning for all'.

For the purpose of this assignment, you will be acting as an independent Education Consultant. Your work involves advising schools and colleges on how they can improve both their own performance and the performance of their learners.

Context

A London based secondary school has approached you to seek your advice. In their recent Ofsted review, concerns were expressed around the school's current performance. In particular, three specific themes of underperformance were raised:

1. That certain demographics within the learner population were underperforming and did not feel well supported.
2. That learners from low-income households were being disadvantaged through cases of digital poverty.
3. Significant inconsistencies were evident in how classes were delivered and to what extent teachers were at the requisite level of understanding around pedagogy and student motivation.

Based on the Ofsted report that was made available, you have now completed an initial investigation and identified several issues in how the school is functioning. The school is worried about its own protocols and policies and is looking for a simple report to highlight the potential issues they may not be addressing.

Your task now is to provide the school with a written report that explains how schools that are performing highly in these areas are achieving it. Your assignment should be written in the format of a consultancy project proposal that would be sent to the school.

NOTE: The school is hypothetical and therefore no knowledge of it is required for this assessment.

To help you with this assignment, you might want to consider the following:

1. What the school could be focusing on in relation to diversity, including the impact and consequences of good diversity management for pupils. This can include references to the past and present position of diversity in modern education and learning.
2. Recommendations around social values and ethical issues such as digital poverty, inclusion, and cultural capital.
3. A recommendation on how the school could implement a new diversity and inclusion agenda and what it should contain.
4. Considerations that challenge assumptions about winners and losers in the learning game.

Criteria	Maximum Marks
Introduction to proposal, including its aims and objectives	10%
Demonstrate a clear understanding of the themes the school might want to consider	30%
Clear review of the developments in the given area	30%
Identification of recommendations and examples	15%
Harvard References and Citation	15%
Total	100%

Assessment Part A2

This assessment covers Learning Outcomes: **LO4 – LO6**

The format of delivery is a **Presentation** (which can be on Microsoft Teams)

The time allowed is **15 Minutes** +/- 10% (which includes the audience asking questions)

The deadline for this assessment is: **Wednesday January 10th 2024**

This assessment is weighted as **40%** of your overall module mark.

Presentation Task

Your task is to critically review the ways in which modern technology influences how humans learn. You will do this by developing and then delivering an oral presentation that critically discusses new advances in learning science and technology. The presentation needs to have an audible commentary embedded within it (as if you were delivering it live in class), alongside some visual content (e.g., using PowerPoint).

To support you in what areas of technology to cover, you might want to consider providing a critical review the implications of **two** of the following topics:

- Digital learning
- Artificial intelligence (AI) and augmented reality (AR)
- Gamification (such as online games as a tool for learning)
- Learning design and rewards e.g., learning that “sticks”

Your presentation might want to include a critical discussion of how learners engage with these tools, including elements such as user experience, and any limitations or challenges such approaches to learning presents.

The presentation must engage information about future trends in learning and end with identification of a research strand that might merit deeper research in your final module.

****This does not mean it has to be this topic you research, but this is a good opportunity to consider options.***

Criteria	Maximum Marks
Introduction to presentation and its aims and objectives	10%
Demonstrate a clear understanding of the developments in future learning (e.g., using two topics: why they have been developed, what is their purpose, what problem do they solve etc.)	30%
Critically review of the developments in future learning (e.g., what is the opportunity, what have the academic and corporate communities claimed about them, and what are their perceived limitations/challenges)	30%

Presentation style: Use of visuals and clear audio commentary	15%
Harvard References and Citation	15%
Total	100%

Formative Feedback

You have the opportunity to submit an outline of your answers to receive formative feedback. The feedback is designed to help you develop areas of your work and it helps you develop your skills as an independent learner.

Guidelines

You **MUST** underpin your analysis and evaluation of the key issues with appropriate and wide-ranging academic research and ensure this is referenced using the Harvard system(s).

Additional notes:

Students are required to indicate the exact word count on the title page of the assessment.

*The word count excludes the **title page, tables, figures, diagrams, footnotes, reference list and appendices**. Where assessment questions have been reprinted from the assessment brief these will also be excluded from the word count. **ALL other printed words ARE included in the word count** See 'Word Count Policy' on the homepage of this module for more information.*

Submission Guidance

Assignments submitted late will not be accepted and will be marked as a 0% fail.

Your assessment should be submitted as a single *Word (MS Word) or PDF* file. For more information, please see the “Guide to Submitting an Assignment” document available on the module page on iLearn.

You must ensure that the submitted assignment is all your own work and that all sources used are correctly attributed. Penalties apply to assignments which show evidence of academic unfair practice. (See the Student Handbook which is on the homepage of your module and in the Induction Area).

Assessment Criteria (Learning Objectives Covered-All)

Students are expected to demonstrate the acquisition of generic learning skills appropriate for self-managed learning in an HE context. Students are also expected to demonstrate that they have acquired the underpinning discipline-specific skills, knowledge and understanding necessary to undertake a programme of higher education		
Grade	Mark Bands	Generic Assessment Criteria
First (1)	80%+	Outstanding performance which demonstrates an outstanding knowledge base, supported with wider reading and the ability to begin to analyse the subject area. The work draws widely on relevant theory and shows awareness of any relevant ethical considerations. The work shows an excellent level of competence and confidence in managing appropriate sources and materials, initiative and excellent academic writing skills and professional skills (where appropriate). The work is accurately and consistently referenced throughout.
	70-79%	Excellent performance which demonstrates an excellent knowledge base the ability to begin to analyse the subject. The work draws on relevant theory whilst showing some awareness of any relevant ethical considerations. The work shows a high level of competence in managing sources and materials, initiative and very good academic writing skills and professional skills (where appropriate). The work is consistently referenced throughout.
Upper second (2:1)	60-69%	Very good performance which demonstrates a sound understanding of the content and some ability to analyse the issues with reference to theory. The work shows a good level of competence in managing sources and materials and some initiative. Academic writing skills are good, and expression remains accurate overall. Good professional skills (where appropriate). The work is referenced throughout.
Lower second (2:2)	50-59%	A satisfactory to good performance which shows a decent understanding of the content and makes some reference to theory. The work shows a sound level of competence in managing basic sources and materials. Academic writing skills are satisfactory, and expression remains accurate overall although the piece may lack structure. Satisfactory professional skills (where appropriate). There is some attempt to reference the work.
Third (3)	40-49%	A basic level of understanding in which there are some gaps in knowledge of the subject, its underpinning theory, and ethical considerations. The work shows a basic use of sources and materials. Academic writing skills are limited and there are some errors in expression and the work may lack structure overall. There are some difficulties in developing professional skills (where appropriate).

Marginal Fail	30-39%	A limited level of knowledge in which there are clear omissions in understanding the subject, its underpinning theory and ethical considerations. The work shows a limited use of sources and materials. Academic writing skills are weak and there are errors in expression and the work may lack structure overall. There are difficulties in developing professional skills (where appropriate).
	29% and below	A poor performance in which there are substantial gaps in knowledge and understanding. The work shows little evidence in the use of appropriate sources and materials. Academic writing skills are very weak and there are numerous errors in expression. The work lacks structure overall. Professional skills (where appropriate) are not developed. The work is imitative.

Module Learning Hours

Total Module Guided Learning Hours	200
Consisting of:	
Teaching Contact Hours	42
Guided Independent Study	20
Independent Study Hours	158
Placement Hours	N/A

Learning Resources: Recommended Reading

Claxton G. (2018) *The Learning Power Approach: Teaching learners to teach themselves*. Crown House Publishing

Claxton G. (2021) *The Future of Teaching: And the Myths That Hold It Back*. London Routledge

Dewy, J. (2018) *How we Think*. Create Space Publishing

Hattie, J. (2012) *Visible Learning for Teachers: Maximizing Impact on Learning*. London, Routledge

Illeris, K. (Ed) (2018) *Contemporary Theories of Learning: Learning Theorists in their own Words*. Routledge

Illeris, K. (2016) *How We Learn: Learning and Non-learning in School and Beyond*. Routledge

Lucas, B., Claxon, G. & Spencer E. (2013) *Expansive Education: Teaching Learners for the Real World*. Open University Press

Lucas, B. & Spencer E. (2017) *Teaching Creative Thinking: Developing Learners who Generate Ideas and can Think Critically: Pedagogy for a Changing World*. Crown Publishing

Murphy R. A. & Honey R. C. (eds) (2016) *The Wiley Handbook on the Cognitive Neuroscience of Learning*. John Wiley Publishing

Osterwalder, A, Mastrogiacomio, S. (2021) *High Impact Tools for Teams*. Wiley

Osterwalder, A. et al. (2014) *Value Proposition Design: How to Create Products and Services Customers Want* London, John Wiley

Stevens-Fulbrook, P. (2020) *Vygotsky, Piaget and Bloom. The Definitive Guide to their Educational Theories with Examples of How they can be Applied*. TeacherofSciFiPublishing

Williams, C. (2021) *Move: The New Science of Body over Mind*. Profile Books

Whitton, N. (2014) *Digital Games and Learning: Research and Theory (Digital Games, Simulations and Learning)* Routledge

Engagement

Teaching at ABA during the academic year 2023-24 will be conducted on campus using a combination of classroom learning activities. Whether you are engaging with teaching and learning activities on site or via the ABA Virtual Learning Environment (VLE), we expect the same level of commitment and engagement from you. If you are unable to attend scheduled on site or online activities or complete activities in the time frames set out, you should let your tutors know. You should aim to stick to assessment deadlines.

If you are concerned that you will not be able to complete your assessments on time, you should talk to your tutors. Your engagement, whether online or on site, will be tracked and if we see that you are not engaging, we will get in contact with you. However, we encourage you to let us know if you are having problems so we can work with you to find solutions and get you back on track as soon as possible. Give yourself the best possible chance to succeed by engaging with the full range of learning and teaching activities available to you.

All students should refer to the Attendance and Engagement Monitoring Policy.

Need Help? Just Ask

ABA recognises that there are times when you may encounter difficulties during your course of study and provisions are made to help you. If you think you will be unable to meet deadlines please talk to us, whether it's your course/module leader, personal tutor, or any member of staff, so they can get you the support you need to succeed. You can extend your deadline if you have a good reason why you are not able to submit a piece of coursework on time, apply online for an extension before your deadline. If an extension is not sufficient and circumstances beyond your control are preventing you from completing your assessment, then you can, apply online for mitigation.

Please remember late submission without extension or mitigation may result in penalties depending on how late it is, see UWL's Academic Regulations.

If you have an issue about the module, you should speak to your Module Leader or Programme Leader informally in the first instance. Your Course Representative can also raise your concerns at Course Committees, which take place each semester. If you are unable to resolve it informally, you should refer to the Complaints Procedure which is outlined in the student handbook. Both ABA and UWL aim to ensure that issues are resolved informally as quickly as possible to have minimum impact on your studies.

Getting Support for Your Studies

Throughout your course of study, you will have access to a wide variety of sources of support depending on your individual circumstances and needs. Your first point of call for getting general academic support is your Personal Tutor. As well as approaching your Module Leader with any questions specifically related to your module and your Programme Leader with questions on your Course, do contact your Personal Tutor for academic advice in relation to your studies and your academic development.

Apart from the University-wide support framework, which encompasses the Module Leaders, Course Leader, the Librarian, and your Course Administrator, you will also have at your disposal the ABA Student-Hub Team. They offer a wide range of support and advice services consisting of Student Advice, and Funding & Immigration advice; Careers; Counselling; Disability/Mental Health; Inter-faith Advisor; Placement & Employment; Volunteering; Student Welfare; and Scholarships and Bursaries.

Module Evaluation – Have Your Say!

Towards the end of the module, you will be invited to provide some anonymous feedback to the Module Leader through an online survey. This is your opportunity to give some direct feedback about the module through a series of questions and free text. Your constructive feedback will help the Module Leader and teaching team to understand the module experience from your perspective and helps inform the development of the module. At the end of the survey period, a response to the survey will be available so that you can see exactly how your voice has been heard.