

## Module 2: Effective Learning and Development

<b>Stage</b>							1
<b>Semester</b>							1
<b>Module Title</b>							Effective Learning and Development
<b>Module Number/Reference</b>							2
<b>Module Status</b>							Mandatory
<b>Module ECTS credit</b>							5
<b>Module NFQ level</b>							6
<b>Pre-requisite Module Titles</b>							None
<b>Co-requisite Module Titles</b>							None
<b>Is this a capstone module?</b>							No
<b>List of Module Teaching Personnel</b>							Angela O Keefe
<b>Contact Hours</b>				<b>Non-contact Hours</b>			<b>Total Effort (Hours)</b>
36				64			100
<b>Lecture</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminar</b>	<b>Assignment</b>	<b>Placement</b>	<b>Independent work</b>	
30			6	34		30	100
<b>Allocation of Marks (Within the Module)</b>							
	<b>Continuous Assessment</b>	<b>Project</b>	<b>Practical</b>	<b>Final Examination</b>			<b>Total</b>
<b>Percentage contribution</b>	100%						<b>100%</b>

### Intended Module Learning Outcomes

On successful completion of this module, the learner will be able to:

1. Effectively position themselves to optimise their learning experience in college
2. Use appropriate tools and techniques to expertly manage learner workload and responsibilities
3. Competently use appropriate software applications to produce and enhance professional reports and presentations
4. Efficiently use library resources (including research databases), and referencing software tools, in a responsible and ethical manner
5. Navigate the web proficiently and effectively
6. Confidently use collaborative software to advance group projects and networking
7. Display essential collaborative work techniques
8. Use appropriate tools and psychometric tests to evaluate and develop personal performance

### Module Objectives

Many learners find the transition to college a difficult time as they seek to adapt to their new environment while also grappling with the academic aspect of college. The objective of this module is to assist the learner in their transition to third level education by providing them with academic support and development skills that will ease this transition. Learners are supported in their development of competences and skills which will support them

throughout their learning journey. This module provides learners with the foundations of good academic practices in a collaborative environment.

## **Module Curriculum**

### **Understanding Third Level Education**

- Context and model of higher education in Ireland
- Expectation setting and learning outcomes
- Navigating learning supports and structures
- College language, roles and boundaries

### **Developing as a Learner**

- Psychometric tests and analysis
- Personal SWOT analysis
- ePortfolio
- Managing self
- Critical evaluation and analysis skills
- Problem solving techniques

### **Effective Communication**

- Group work and roles
- Leadership skills and traits
- Software for collaborating
- Presentation tools and techniques
- Networking opportunities and skills

### **Academic Work**

- Navigating assessment strategies (including marking criteria)
- Library resources and databases
- Referencing conventions and tools
- Ethical research and project production

### **Study Skills and Techniques**

- Effective time management
- Goal setting and motivation
- Work break down structures
- File organisation and structure
- Study tricks and tips

## **Reading lists and other learning materials**

Cottrell, S. (2011) *Critical Thinking Skills: Developing Effective Analysis and Argument* Palgrave Macmillan, Lichfield

Moran, A.P.(2000) *Managing Your Own Learning at University: A Practical Guide*. UCD Press, Dublin.

Currie, D. (2005) *Developing and Applying Study Skills: Writing Assignments, Dissertations and Management Reports*. CIPD, London

Bolles, R.N. (2013) *What color is your parachute?: A practical manual for job-hunters and career-changers*, Ten Speed, Berkeley

Evans, D. (2012) *Social media marketing: an hour a day*. Wiley Publishing, Indiana.

Harvey, N. (2010) *Effective communication*. Gill & Macmillan, Dublin

Poynter, R. (2010) *The handbook of online and social media research: the new rules and tools for market research*. Esomar Publications.

Salpeter, M. (2011) *Social networking for career success: using online tools to create a personal brand*. LearningExpress. New York

<http://www.learning-theories.com/>

<http://gradireland.com/>

<http://www.peterhoney.com/>

<http://www.psychometric-success.com/>

<http://www.businessballs.com/howardgardnermultipleintelligences.htm>

### **Module Learning Environment**

The key to success in this module is the creation of a dynamic and engaging learning environment where the learners are empowered and motivated towards personal and professional development. This is achieved through seamless integration of assessment and teaching strategies. This module is delivered using seminars with learners sitting in groups rather than in the traditional classroom setting. Smaller groups are allocated to labs for the computer-based aspects of the module. As this module's objective is to facilitate the smooth transition of learners to college a very collegiate and collaborative environment is essential in order to achieve this goal.

### **Module Teaching and Learning Strategy**

This module underpins the learners' effectiveness at integrating and performing throughout their degree programme, specifically in Year one. This is achieved through interactive, group and peer driven activities, in a fun and engaging learning environment. The learner is learning through doing. The tools and activities are informed by the outcomes of the other modules in the Year. So, for example, learners are engaged in learning how to utilise library resources by using an assignment topic from one of their other modules. Equally, they are using collaborative and group tools and techniques to develop group work which they can use in other modules.

Although much of the teaching and learning strategy is based on interactive methods, there is also a series of seminars delivered by experts in particular areas. These seminars serve to contextualize a lot of the skills and competences they are developing. The concept driving the pedagogy for this module is one of learner empowerment and transformation. Intensive induction is also provided as part of this module.

### **Module Assessment Strategy**

This module is 100% summatively assessed via an ePortfolio which the learner develops throughout the semester. The ePortfolio serves as a reflective diary for the learner to chronicle their learning journey in the first semester at college.

All learners are allocated a personal mentor and regular mentor meetings are held where formative feedback is given on learners' work in progress. Learners can also bring other issues to these meetings where formative assessment and advice is provided.