

## Module 13: E-Learning

<b>Stage</b>				1			
<b>Semester</b>				2			
<b>Module Title</b>				E-Learning			
<b>Module Number</b>				13			
<b>Module Status</b>				Elective			
<b>Module ECTS Credits</b>				5			
<b>Module NFQ level</b>				9			
<b>Pre-Requisite Module Titles</b>				None			
<b>Co-Requisite Module Titles</b>				None			
<b>Capstone Module?</b>				No			
<b>List of Module Teaching Personnel</b>							
<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>	
18	18			24		40	
<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						100%

### Intended Module Learning Outcomes

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

1. Demonstrate an appreciation and understanding of how people learn.
2. Effectively apply learning principles in the design of e-learning content (programmeware).
3. Critically evaluate e-learning materials, tools and technologies.
4. Effectively deploy their materials through a Virtual Learning Environment (VLE).
5. Take responsibility for the timely and ethical completion of all stages of their learning from investigation to referencing to presentation.

## Module Objectives

This module develops competency in the design and deployment of e-learning materials that facilitate learning. Learners come to understand how and ways e-learning is employed and learn how to design a formalized teaching system specifically designed to be carried out remotely. They demonstrate the ability to apply learning principles in the design of e-learning materials

## Module Curriculum

### Learning Principles

Paradigms of Learning. Assessing Learning Needs; Accommodating Learners

### Methodologies for facilitating learning

Tutorials, Drills, Simulations, Games, Hypermedia  
Learning objects

### Critical Evaluation

Evaluation of e-learning materials, tools and technologies

### Designing and Implementing e-learning materials

Web based technologies; Offline delivery  
Appropriate methodology selection, Styles to benefit users, Delivery platforms

## Reading Lists and other learning materials

### Recommended Reading

Developing E-Learning Materials: Applying User-Centred Design	<a href="#">Shubhanna Hussein</a>	NIACE	2005
Learning Futures: Education, Technology and Social Change	Facer	Routledge	2011
E-learning and the science of instruction	Clark	Pfeiffer	2002

### Secondary Reading

E-Learning Uncovered: From Concept to Execution	Ward and Elkins	CreateSpace Independent Publishing Platform	2009
E-learning skills	Clarke	Palgrave Macmillan	2004
A Guide to Authentic e-Learning	Herrington; Reeves and Oliver	Routledge	2010

The Learning Paradox: Gaining Success in a World of Change	Harris	Capstone Publishing Ltd	2002
Instructor Competencies: Standards for Face-to-face, Online, and Blended Settings	Klein et al	Information Age Publishing	2004
<a href="#">Real Success in the Virtual Classroom: A Guide to E-Learning</a>	Thomas Gould	Carolina Academic Press	2006
E-moderation: the key to teaching and learning online	Salmon	Routledge	2004

Additional reading as recommended by lecturer, appropriate to topic.

### Module Learning Environment

Lectures are carried out in class rooms / lecture halls in the College. Lab tutorials are carried out in computer labs throughout the Campus. All have the software required to deliver the programme.

### Library

All learners have access to an extensive range of physical and electronic (remotely accessible) library resources. The library monitors and updates its resources on an on-going basis, in line with the College's Library Acquisition Policy. Lecturers update reading lists for this course on an annual basis as is the norm with all courses run by Griffith College.

### Teaching and Learning Methods

Learners are taught using a blended learning approach, lectures and Tutorials are given in person and through a virtual learning environment. The lectures explore learning principles and examine the approaches to take when delivering information in an online environment. This is further developed in the practical class where the learner is required to come up with practical solutions to e-learning challenges

### Module Assessment Strategy

Assessment is 100% continuous assessment.

Element No.	Weighting	Type	Description	Learning Outcomes Assessed
1	40%	Assignment	Learners will be asked to evaluate an existing e-learning 'product'. This will involve a	1 and 3

			critical analysis of how the e-learning system addresses learner needs and what its strengths and weaknesses are in relation to theories of how people learn. The learner will write a report consisting of 2500 words and will make a presentation of their findings to the lecturer and to the class.	
2	60%	Assignment	Learners will be asked to design content based on their own specialist area that enables specified learning. This assignment will involve evaluating the learner/client profile for the e-learning programme, figuring out what the intent for learning is, how familiar learners are with the subject beforehand, how in-depth the learning is and what tool or platform is best for delivering the content. Learners must also explain how they have applied e-learning theory to practice. A percentage of this assignment mark will go for forum participation and the assignment will be split into stages where learners present work for peer and tutor critique	2,4, and 5