

1.5 Module 5 Information Technology Skills

1.5.1 Headline information about the module

Module title	Information Technology Skills
Module NFQ level (only if an NFQ level can be demonstrated)	N/A
Module number/reference	Module 5
Parent programme(s) the plural arises if there are embedded programmes to be validated.	LLB (Hons)
Stage of parent programme	1
Semester (semester1/semester2 if applicable)	Semester 1
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	Full-Time, Part-Time,
Entry requirements (statement of knowledge, skill and competence)	Learners to have successfully met programme entry requirements
Pre-requisite module titles	None.
Co-requisite module titles	None.
Is this a capstone module? (Yes or No)	No.
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)	Lecturers expected to hold at least a level 8 legal qualification, preferably with a professional Legal qualification. It is an advantage to have completed the Certificate in Training and Education provided by Griffith College.
Maximum number of learners per centre (or instance of the module)	60
Duration of the module	One Semester, 12 Weeks
Average (over the duration of the module) of the contact hours per week (see * below)	3
Module-specific physical resources and support required per centre (or instance of the module)	Lecture room with internet access and digital projector.

Analysis of required learning effort (much of the remainder of this table must also be presented in the programme schedule—take care to ensure consistency)										
Effort while in contact with staff										
Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
36	1:60						89			125
Allocation of marks (within the module)										
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total		
Percentage contribution				100				100%		

1.5.2 Module aims and objectives

This module aims to develop in learners the skills to effectively employ digital technologies and resources to support academic research. Course content will develop in learners an ability to evaluate digital tools to provide practical solutions to underpin their studies. In addition, it aims to develop learners' capabilities in ICT skills necessary to operate in a legal and business environment.

Course content is designed to develop learners' abilities to organise and manage their coursework, and to implement digital solutions within their studies using IT applications and software. They will develop an understanding of the importance of security issues regarding digital content and communications.

A diverse student group in terms of skills and experience is assumed. As such course content is structured to develop a collection of skills that together will enhance learners' digital literacy skill set, building towards a developed understanding of how technology can support personal academic learning and professional legal research.

1.5.3 Minimum intended module learning outcomes

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

- (i) Use basic computer skills to manage personal devices effectively.
- (ii) Employ software applications to produce professionally presented documents.
- (iii) Appraise and select relevant digital tools and resources to support organisation of personal research and to manage workflow.
- (iv) Employ targeted searches on relevant legal databases and resources available through the college and on the Web.
- (v) Apply privacy and security issues in regard to digital communication and online content.
- (vi) Identify how digital technology can be applied in a profession legal practice.
- (vii) Examine personal level of digital confidence and wellbeing and identify steps for further development.

1.5.4 Rationale for inclusion of the module in the programme and its contribution to the overall MIPLOs

IT Skills is a core module where learners develop their digital literacy skills to prepare them for the transition into higher education. Learners will become familiar with a wide range of digital software, tools, applications and practices.

In recognition that technology is an essential employability skill, learners will be provided with skills to engender lifelong learning and the ability to continue to expand on their own knowledge, as the digital technologies they will encounter in the workplace change and develop over time.

The module learning outcomes are aligned to several the Programme Learning Outcomes, particularly MIPLO's 1 and 6, and 8.

1.5.5 Information provided to learners about the module

Learners will receive the following resources and materials in advance of commencement: Module descriptor, module learning outcomes, class plan, assignment brief, assessment strategy, reading materials, notes etc.

Additionally, this material will be made available through Moodle, the College Virtual Learning Environment, along with other relevant resources and activities.

1.5.6 Module content, organisation and structure

The IT Skills module is a 5 ECTS credit module taught and assessed over one academic semester. The module is delivered over 12 lecture sessions of 2 hours duration with incorporated in-class exercises, formative group work and demonstrations.

The Learning Outcomes for this programme have been aligned with the knowledge, skills and competencies indicated as appropriate for Level 7 on the NFQ. They have been explicitly articulated using the Quality and Qualifications Ireland (QQI) Awards Standards for Law.

The module is delivered using a combination of lectures, tutorials and online support materials.

Topics

- Digital confidence and wellbeing (LO1, LO2, LO3, LO4 LO5, LO6, LO7))
- Basic computer skills (LO1, LO2, LO3, LO4 LO5, LO6, LO7)
- Navigating the College Digital Supports (LO3, LO4)
- Navigating the Web (LO3, LO4)
- Online legal research tools (LO3, LO4, LO6)
- Online communication and collaboration (LO5, LO6)
- Privacy and Security (LO5, LO6)
- Managing personal workflow – keeping track of research and backing up work (LO3, LO4, LO6)
- MS Office suite (LO2, LO6)
- Legal case management systems (LO6)

1.5.7 Module teaching and learning (including formative assessment) strategy

Teaching and learning methods for this module include a combination of theoretical lectures, practical lab-based tutorials, guest talks and class discussions on current and topical issues relevant to those covered in class.

Further online resources and individual exercises will be provided for learners to practice both in class and in their own time to supplement these sessions, to allow further self-directed learning appropriate to level and experience.

Formative assessment will be delivered through a combination of interactive individual and group exercises, and personal reflection.

Each topic covered will have a formative assessment that will link directly into the portfolio project to allow learners to build up their portfolio over the course of the module.

Learners undertaking the course via blended learning benefit from varied and additional options for engagement to compensate their reduced attendance of campus. These include webinars, screencasts (recorded lectures), discussion fora, and increased use of the College's VLE (Virtual Learning Environment), Moodle.

1.5.8 Work-based learning and practice-placement

Information Technology Skills is a class based 15 ECTS credit module and does not require work-based learning and practice placement.

1.5.9 E-learning

Moodle is used to disseminate notes, advice, and online resources to support the learners. The learners are also given access to Lynda.com as a resource for reference.

1.5.10 Module physical resource requirements

Requirements are for a fully equipped classroom/computer lab. The classroom is equipped with a PC and Microsoft Office; no other software is required for this module.

Moodle can be accessed in the learner's home, various open labs on campus and in the library. The College library has a dedicated law section and online legal research tools (JustisOne, Westlaw, Hein Online).

1.5.11 Reading lists and other information resources Primary Reading

O'Leary, T. J., O'Leary, L. I. and O'Leary, D. A. (2019) Computing essentials: making IT work for you, 2019. New York: McGraw Hill.

Wilson, K. (2018) Essential Office 365. Widnes: Elluminet Press.

Cottrell, S. and Morris, N. (2012) Study skills connected: using technology to support your studies. Houndmills, Basingstoke, Hampshire; New York: Palgrave Macmillan.

Supplementary resources

All Aboard - Digital Skills in Higher Education. Available at: <http://www.allaboardhe.ie/>

AHEAD - Association for Higher Education Access and Disability. Available at: <https://www.ahead.ie/>

Lynda.com. Available at: <https://www.lynda.com/> Typing.com. Available at:

<https://www.typing.com/> GCFLearnFree.org. Available at: <https://edu.gcfglobal.org/en/>

1.5.12 Specifications for module staffing requirements

Lecturers expected to hold at least a level 8 legal qualification, preferably with a professional legal qualification. It is an advantage to have completed the Certificate in Training and Education provided by Griffith College.

Learners also benefit from the support of the Programme Director, Programme Administrator, Lecturers, Learner Representative, Students' Union and Counselling Service.

1.5.13 Module summative assessment strategy

Given the practical nature of this module, the assessment strategy reflects this.

There will be a mid-semester assignment (30%) which in addition to measuring topics covered to that point, also provides an opportunity to monitor engagement with the module. Continuous formative assessment building towards content for the final portfolio project (70%) promotes engagement and encourages learners to make connections between topics over the course of the module. Throughout the module, learners complete formative tasks for each topic covered. For their final project, they are required to present a record of their work in a professionally presented report and to reflect critically upon their experience with each of these topics.

Learners are required to identify both strengths and weaknesses of these technologies in relation to their own studies, and to examine the relevance of each topic to the support of their own independent learning. In addition, they are required to consider the application of such technologies in a professional workplace environment.

Module assessment consists of:

No.	Description	MIMLOs	Weighting
1	Assignment	ii, iv	50%
2	Final Portfolio	i-vii	50%

1.5.14 Sample assessment materials

Mid-semester assessment – 50%

Design a PowerPoint presentation for the purpose of explaining to new law students what legal databases and resources are available to them. Use best practice presentation techniques as discussed in class to create a professional, thoughtfully designed, and accessible presentation.

Your presentation should consist of five slides, and include at least one image, an example of a Transition, and a simple Animation.

Text on the slides should be kept to a minimum and be supported by a short script in the notes section. This supportive script should be appropriate and relevant to the content on the relevant slide.

Content on the slides should consist of:

SLIDE 1: Introduction slide

SLIDE 2: A list of three legal databases found through the Library page on Moodle.

SLIDE 3: An example of a case or journal article found on each of these three databases. **SLIDE 4:** An example(s) of online open access resources supportive of legal research.

SLIDE 5: Should include name and student number, and a short reflection examining personal learning and insights gained from working on this assessment.

Marks will be awarded for consistency of design, level of successful implementation of the technical elements, and demonstration of adherence to best practice.

Learning outcomes tested: LO2, LO3, LO4. LO7

End of semester portfolio project – 50%

You are required to produce a professionally presented report evidencing a comprehensive understanding of the topics covered and skills gained over the course of the module.

Your document should include a cover page, a linked table of contents, header and footer information to include page numbering. Text should be formatted as per faculty guidelines (appropriate font type, size, line-spacing, justification). Images and use of tables should be used to support your work where appropriate. Marks will be awarded for well-executed presentation and use of design templates throughout.

For each topic covered throughout the semester, there has been an exercise for which a digital badge has been awarded. Present a record of badges awarded for the completion of each of these topics.

Under each of these topic headings, discuss and reflect on the extent to which knowledge gained has supported the development of your ICT skills, and on how those skills may support your learning in your other subjects. Discuss how these skills may be incorporated into a professional legal environment.

Create a digital plan to support your study and research for the remainder of the academic year, implementing digital skills or strategies you have gained over the course of the module.