COURSE SPECIFICATION

COURSE TITLE:
MSc eLearning: Interactive Teaching Technologies

PLEASE NOTE. This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he or she takes full advantage of the learning opportunities provided. More detailed information on the specific learning outcomes, content and the learning, teaching and assessment methods of each module can be found (*at http://campusone.ulster.ac.uk/course_details.cgi/19).

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EDUCATIONAL AIMS AND OBJECTIVES OF THE COURSE

The overall aim of the Masters Degree is to enable students to develop appropriate teaching experiences for online learners, using new modalities and systems for instructional design in the post-16 business, community and educational field. Flexible curriculum paradigms will be developed using creative and experimental approaches to online education management.

- To critically examine the learning processes of students and evolving frameworks and structures for eLearning.
- To appraise the current needs, cultures and trends in corporate and academic online education.
- To analyse the paradigm of online education quality using standards of good practice applicable to the learning context.
- To critically evaluate the eLearning industry and the fiscal demands of online education.
- To enhance practitioner-authoring skills through interactive and collaborative explorations of teaching technologies and associated design tools.
- To design, negotiate and manage systems of instruction that accommodate a diversity of learning styles.
- To design and appraise modern online applications requiring dynamic interfaces to facilitate and enhance learning.
- To create online teaching strategies for enhanced learning experiences, for remote/virtual learners, using appropriate motivational and interactive techniques.
- To plan, implement and manage an eLearning research project, by developing critical systems for appraisal, risk assessment and financial control.
11 A  MAIN LEARNING OUTCOMES

Knowledge and Understanding

This course provides opportunities for students to achieve and demonstrate the following learning outcomes:

A1 Knowledge and ability to analyse the fundamental concepts, principles, theories and practices underlying paradigms of interactive and collaborative learning in a rigorous and critical manner and construct explanatory and action based hypotheses for the development of innovative pedagogical methods.

A2 Develop benchmark specifications for interactive learning by exploring and evaluating alternative methods and devising strategies for appropriate implementation techniques.

A3 Employ effectively practices and tools for the specification, design, implementation and critical evaluation of curriculum innovation.

A4 Analyse the extent to which learning environments and systems meet the criteria defined for its current deployment and future evolution.

A5 Develop professional, legal, moral and ethical consideration for the academic and research skills necessary in the application of interactive teaching and learning.

Learning and Teaching Methods that will enable the outcomes to be achieved:

Assessment Methods that enable the outcomes to be demonstrated:
Coursework, workbooks and portfolio and reflective logs.

11 B  Skills and other Attributes

B1 the ability to specify, design and construct effective interactive teaching programmes

B2 the ability to evaluate interactive environments with respect to quality and plan systematic change using appropriate evidence, being informed regarding quality management systems

B3 the ability to establish contextual guidelines for teaching and learning using evidence generated through research and development

B4 the ability to construct interactive learning schemes which assist in widening participation and the provision of equal opportunities through the flexibility of curriculum design for online delivery and the enhancement of open and/or online distance learning resources.

Learning and Teaching Methods that will enable the outcomes to be achieved:
eLectures, eTutor directed eTutorials & ePracticals, student led eSeminars and self-directed learning employing study packs and research based materials.

Assessment Methods that enable the outcomes to be demonstrated:
Coursework related to case studies and projects, workbooks, project reports and research study.
11 C  Practical skills

C1  the ability to plan an effective developmental production schedule for an open or distance learning course

C2  the ability to compose flexible interactive courseware through the use of ICT, recognising its synchronous and asynchronous properties

C3  the ability to develop a learning process suitable to the learning needs of the remote participant audience

C4  the ability to design and implement an investigative analysis of interactive pedagogy

C5  The ability to manage an online course both in terms of change, quality systems design and resource development and management.

C6  the ability to construct reflective accounts and reports for various audiences, management, technical, users or the academic community.

C7  The ability to illustrate and explain, through primary and secondary evidence, how eLearning practices may be developed in a community, business, professional or academic environment.

Learning and Teaching Methods that will enable the outcomes to be achieved:
eLectures, eTutorials and problem based ePracticals and eSeminars, Project preparation and implementation.

Assessment Methods that enable the outcomes to be demonstrated:
Problem based coursework, workbooks, project reports and research study.

11 D  Transferable / Key skills

D1  The ability to solve problems through collaborative situations making effective use of information-retrieval skills and of learning resources

D2  The ability to communicate effectively using various media and with a variety of audience.

D3  Effective use of Information Technology facilities for teaching and learning

D4  Develop a reflective learning and action-based strategy as part of an independent and organisational learning cycle.

D5  Appreciate the need for continuing professional development in recognition of the requirement for eLearning.

Learning and Teaching Methods that will enable the outcomes to be achieved: eLectures, eTutorials & ePracticals, eSeminars, Project preparation and implementation.

Assessment Methods that enable the outcomes to be demonstrated:
Professional report assessments, workbooks, project vivas, reports and dissertation.
12 **Programme structure and requirements for the award.**

Students enter this programme of study for the award of MSc. This programme may be studied part-time over a period of three years. The learning is divided into study units called modules. Most modules have a credit value of 15 credits while the Research Study module has a credit value of 60 credit points. The credit weighting of a module is in proportion to the effort required from the student, thus a 15 point module corresponds to 150 hours of notional learning time including viewing eLectures, eTutorials, eSeminars, online discussion groups, coursework, assignment work and self-study. The modules are arranged into three levels of study with 60 credit points being presented at each level. A feature of the course is the flexibility of learning where students spend their time interacting with online facilities, curricula and reflexive tools in a structured and supervised manner gaining relevant practical experience and support. Students can exercise the option of exiting the course with either a Post Graduate Diploma or Certificate, the specification for each follow this specification. The modules within the course will include core and requisite modules, the levels at which they are studied, the credit ratings and awards that may be gained are shown below.

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit Level</th>
<th>Credit Points</th>
<th>Core or Option</th>
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<tbody>
<tr>
<td>EDU 932</td>
<td>Principles and Practices of Online Education</td>
<td>M</td>
<td>15</td>
<td>C</td>
</tr>
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<td>COM 856</td>
<td>Instructional Design</td>
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<td>EDU 933</td>
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<td>Quality Management for Online Delivery</td>
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<td>COM 871</td>
<td>Learning in Networked Communities</td>
<td>M</td>
<td>15</td>
<td>C</td>
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<td>EDU 929</td>
<td>Research Methods</td>
<td>M</td>
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<td>EDU 928</td>
<td>Research Study</td>
<td>M</td>
<td>60</td>
<td>C</td>
</tr>
</tbody>
</table>

**Potential award**

MSc eLearning: (ITT) (180 credit points)
13. Support for students and their learning

- Induction course, introducing curriculum and practitioner skills
- Student handbook and modules guide
- Online library resource packs
- Extensive library and other learning resources
- Intranet with a wide range of learning support material
- Course specific texts, learning packs and resource tools offered online
- Student e-mail accounts and full access to the Internet
- Each student is allocated a personal tutor
- Research Methods module to enhance understanding and develop research skills for research study preparation
- Collaborative and e-seminar rooms facilitated by course team online
- Formative assessment to enhance student feedback and learning through online environment

14. Criteria for admission

Candidates must be able to satisfy the general admissions requirements of the university in one of the following ways:

- A Honours or non-Honours degree from a university of the United Kingdom or the Republic of Ireland, from the Council for National Academic Awards, the National Council for Educational Awards, or from another institution which has been recognised by the Senate for this purpose; and
- The equivalent to two years relevant work experience in an academic or corporate environment with a substantial educational or educational-support role.
- Another qualification deemed to be appropriate by the admissions tutor.

Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards -

- module reviews (student questionnaires and teaching team report)
- annual course review prepared by the course director
- annual staff reviews
- periodic review involving both internal and external academic panel members

Committees with responsibility for monitoring and evaluating quality

- Staff Student Consultative Committee
- Course committee
- Board of Examiners
- School Board (includes student members)
- Faculty Teaching and Learning Committee (includes student members)
- University Teaching and Learning Committee.

Mechanisms for gaining student feedback on the quality of their learning experience

- Staff-Student Consultative Committee
- Student representatives on School and Faculty boards
- Module evaluation questionnaires / module forum / module freeform responses

Staff development includes:

- Continuous training through vocational assessment centre to ensure authenticity and quality of assessment practices
- Updating in the subject through research and scholarship

16. Regulation of standards

Assessment rules

- The pass mark shall be 50% for each assessment element and in the module overall.
  Examination: Coursework weighting 100%.
- Full details of module assessments are set out in each module booklet.
- To qualify for the award of Masters degree, candidates are required to have obtained an overall average of 50%.


Mark ranges used for classification of Masters Degree

The following shall be the minimum percentages normally acceptable in determining the overall gradings of candidates for the Masters Award.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<td>Pass with Distinction</td>
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<tr>
<td>Pass</td>
<td>50%</td>
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</table>

A pass with Distinction is normally awarded to a candidate who achieves an overall average of 70% or more, with a mark of at least 70% being achieved in modules amounting to 90 credit points.

Role of the external examiner

- An External Examiner, is appointed by the Faculty Teaching and Learning Board, and reports annually to the University.
- The role of the External Examiner is to report on quality and standards of the course so that the validity of the degrees that are awarded can be maintained.
- The full roles and responsibilities are set out in the university's Handbook for External Examiners.
- External Examiners are given training on appointment.

17. Indicators of quality and standards

- Many Faculty members are also members of the Institute of Learning and Teaching.
- Staff have received the University’s Distinguished Teaching Award
- Computing Science Teaching achieved a satisfactory rating by QAA subject review (1994)
- Research Assessment Exercise HEFCE rating of 4 (2001)
- The annual volume of external grants/contracts is approximately £2m.
- Current online courses have been cited as examples of best practice by QAA
- Faculty of Informatics hosts LTSN ICS.
## Module Outcomes

### A mapping of learning outcomes to modules

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Appendix 2
PGD Programme Specification

COURSE SPECIFICATION

COURSE TITLE:
PG Dip eLearning: Interactive Teaching Technologies

PLEASE NOTE. This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he or she takes full advantage of the learning opportunities provided. More detailed information on the specific learning outcomes, content and the learning, teaching and assessment methods of each module can be found (*at http://campusone.ulster.ac.uk/course_details.cgi/19).

1 AWARDING INSTITUTION/BODY UNIVERSITY OF ULSTER
2 TEACHING INSTITUTION UNIVERSITY OF ULSTER
3 LOCATION Online
4 COURSE ACCREDITED BY UNIVERSITY OF ULSTER
5 FINAL AWARD PG Dip eLearning: Interactive Teaching Technologies
6 MODE OF ATTENDANCE Part Time
7 SPECIALISMS Informatics/Lifelong Learning
8 QAA SUBJECT UNIT Informatics/Lifelong Learning

10 EDUCATIONAL AIMS AND OBJECTIVES OF THE COURSE

The overall aim of the Masters Degree is to enable students to develop appropriate teaching experiences for online learners, using new modalities and systems for instructional design in the post-16 business, community and educational field. Flexible curriculum paradigms will be developed using creative and experimental approaches to online education management.

- To critically examine the learning processes of students and evolving frameworks and structures for eLearning.
- To appraise the current needs, cultures and trends in corporate and academic online education.
- To analyse the paradigm of online education quality using standards of good practice applicable to the learning context.
- To critically evaluate the eLearning industry and the fiscal demands of online education.
- To enhance practitioner-authoring skills through interactive and collaborative explorations of teaching technologies and associated design tools.
- To design, negotiate and manage systems of instruction that accommodate a diversity of learning styles.
- To design and appraise modern online applications requiring dynamic interfaces to facilitate and enhance learning.
- To create online teaching strategies for enhanced learning experiences, for remote/virtual learners, using appropriate motivational and interactive techniques.
MAIN LEARNING OUTCOMES

11 A Knowledge and Understanding

This course provides opportunities for students to achieve and demonstrate the following learning outcomes:

A1 Knowledge and ability to analyse the fundamental concepts, principles, theories and practices underlying paradigms of interactive and collaborative learning in a rigorous and critical manner and construct explanatory and action based hypotheses for the development of innovative pedagogical methods.

A2 Develop benchmark specifications for interactive learning by exploring and evaluating alternative methods and devising strategies for appropriate implementation techniques.

A3 Employ effectively practices and tools for the specification, design, implementation and critical evaluation of curriculum innovation.

A4 Analyse the extent to which learning environments and systems meet the criteria defined for its current deployment and future evolution.

Learning and Teaching Methods that will enable the outcomes to be achieved:

Assessment Methods that enable the outcomes to be demonstrated:
Coursework, workbooks and portfolio and reflective logs.

11 B Skills and other Attributes

B1 the ability to specify, design and construct effective interactive teaching programmes

B2 the ability to evaluate interactive environments with respect to quality and plan systematic change using appropriate evidence, being informed regarding quality management systems

B3 the ability to establish contextual guidelines for teaching and learning using evidence generated through research and development

B4 the ability to construct interactive learning schemes which assist in widening participation and the provision of equal opportunities through the flexibility of curriculum design for online delivery and the enhancement of open and/or online distance learning resources.

Learning and Teaching Methods that will enable the outcomes to be achieved:
eLectures, eTutor directed eTutorials & ePracticals, student led eSeminars and self-directed learning employing study packs and research based materials.

Assessment Methods that enable the outcomes to be demonstrated:
Coursework related to case studies and projects, workbooks, project reports and research study.
11 C  **Practical skills**

C1  the ability to plan an effective developmental production schedule for an open or distance learning course

C2  the ability to compose flexible interactive courseware through the use of ICT, recognising its synchronous and asynchronous properties

C3  the ability to develop a learning process suitable to the learning needs of the remote participant audience

C4  the ability to design and implement an investigative analysis of interactive pedagogy

C5  The ability to manage an online course both in terms of change, quality systems design and resource development and management.

C6  the ability to construct reflective accounts and reports for various audiences, management, technical, users or the academic community.

C7  The ability to illustrate and explain, through primary and secondary evidence, how eLearning practices may be developed in a community, business, professional or academic environment.

**Learning and Teaching Methods that will enable the outcomes to be achieved:**
eLectures, eTutorials and problem based ePracticals and eSeminars, Project preparation and implementation.

**Assessment Methods that enable the outcomes to be demonstrated:**
Problem based coursework, workbooks, project reports and research study.

11 D  **Transferable / Key skills**

D1  The ability to solve problems through collaborative situations making effective use of information-retrieval skills and of learning resources

D2  The ability to communicate effectively using various media and with a variety of audience.

D3  Effective use of Information Technology facilities for teaching and learning

D4  Develop a reflective learning and action-based strategy as part of an independent and organisational learning cycle.

D5  Appreciate the need for continuing professional development in recognition of the requirement for eLearning.

**Learning and Teaching Methods that will enable the outcomes to be achieved:**

**Assessment Methods that enable the outcomes to be demonstrated:**
Professional report assessments, workbooks, project vivas, reports and dissertation.
The programme is provide for students who do not wish to complete the Master programme and may be studied part-time over a period of two years. The learning is divided into study units called modules. All modules have a credit value of 15 credits. The credit weighting of a module is in proportion to the effort required from the student, thus a 15 point module corresponds to 150 hours of notional learning time including viewing eLectures, eTutorials, eSeminars, online discussion groups, coursework, assignment work and self-study. The modules are arranged into two levels of study with 60 credit points being presented at each level. A feature of the course is the flexibility of learning where students spend their time interacting with online facilities, curricula and reflexive tools in a structured and supervised manner gaining relevant practical experience and support. The modules build upon the learning that has taken place during the Postgraduate Certificate year/duration. The modules within the course will include core and requisite modules, the levels at which they are studied, the credit ratings and awards that may be gained are shown below.

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit Level</th>
<th>Credit Points</th>
<th>Core or Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 932</td>
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</tr>
</tbody>
</table>

**Potential award**  
Postgraduate Diploma eLearning: (ITT) (120 credit points)
13. Support for students and their learning

- Induction course, introducing curriculum and practitioner skills
- Student handbook and modules guide
- Online library resource packs
- Extensive library and other learning resources
- Intranet with a wide range of learning support material
- Course specific texts, learning packs and resource tools offered online
- Student e-mail accounts and full access to the Internet
- Each student is allocated a personal tutor
- Research Methods module to enhance understanding and develop research skills for research study preparation
- Collaborative and e-seminar rooms facilitated by course team online
- Formative assessment to enhance student feedback and learning through online environment

14. Criteria for admission

Students are required to enrol on the MSc eLearning Interactive Teaching Technologies.

Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards -

- module reviews (student questionnaires and teaching team report)
- annual course review prepared by the course director
- annual staff reviews
- periodic review involving both internal and external academic panel members

Committees with responsibility for monitoring and evaluating quality

- Staff Student Consultative Committee
- Course committee
- Board of Examiners
- School Board (includes student members)
- Faculty Teaching and Learning Committee (includes student members)
- University Teaching and Learning Committee.

Mechanisms for gaining student feedback on the quality of their learning experience

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- Module evaluation questionnaires / module forum / module freeform responses

Staff development includes:

- Continuous training through vocational assessment centre to ensure authenticity and quality of assessment practices
- Updating in the subject through research and scholarship

16. Regulation of standards

Assessment rules

- The pass mark shall be 50% for each assessment element and in the module overall. Examination: Coursework weighting 100%.
- Full details of module assessments are set out in each module booklet.
Mark ranges used for classification of Post Graduate Diploma

The following shall be the minimum percentages normally acceptable in determining the overall gradings of candidates for the Postgraduate Diploma Award.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass with Commendation</td>
<td>60%</td>
</tr>
<tr>
<td>Pass</td>
<td>50%</td>
</tr>
</tbody>
</table>

A pass with Commendation is normally awarded to a candidate who achieves an overall mark of at least 60%, provided that a module mark of at least 60% has been achieved in modules amounting to 60 credit points for the Postgraduate Diploma (30 credit points for the Postgraduate Certificate).

Role of the external examiner

- An External Examiner, is appointed by the Faculty Teaching and Learning Board, and reports annually to the University.
- The role of the External Examiner is to report on quality and standards of the course so that the validity of the degrees that are awarded can be maintained.
- The full roles and responsibilities are set out in the university's Handbook for External Examiners.
- External Examiners are given training on appointment.

18. Indicators of quality and standards

- Many Faculty members are also members of the Institute of Learning and Teaching.
- Staff have received the University’s Distinguished Teaching Award
- Computing Science Teaching achieved a satisfactory rating by QAA subject review (1994)
- Research Assessment Exercise HEFCE rating of 4 (2001)
- The annual volume of external grants/contracts is approximately £2m.
- Current online courses have been cited as examples of best practice by QAA
- Faculty of Informatics hosts LTSN ICS.
## Module Outcomes

### A mapping of learning outcomes to modules

| Modules                                      | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 | C5 | C6 | C7 | D1 | D2 | D3 | D4 | D5 |
|----------------------------------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Principles and Practices of Online Education | √  | √  | √  | √  | √  | √  | √  | √  | √  | √  | √  | √  | √  | √  | √  | √  | √  | √  | √  | √  |
| Instructional Design                         | √  | √  | √  | √  | √  | √  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Designing a Course using a VLE              | √  | √  | √  | √  | √  | √  | √  | √  | √  | √  | √  | √  | √  | √  | √  | √  | √  | √  | √  | √  |
| Teaching Technologies                        | √  | √  | √  | √  | √  | √  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Quality Management of Online Delivery       | √  | √  | √  | √  | √  | √  | √  | √  | √  | √  | √  | √  | √  | √  | √  | √  | √  | √  | √  | √  |
| Advanced Instructional Design               | √  | √  | √  | √  | √  | √  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Learning in Networked Communities           | √  | √  | √  | √  | √  | √  | √  | √  | √  | √  | √  | √  | √  | √  | √  | √  | √  | √  | √  | √  |
| Research Methods                             | √  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
COURSE SPECIFICATION

COURSE TITLE:
PGCert eLearning: Interactive Teaching Technologies

PLEASE NOTE. This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he or she takes full advantage of the learning opportunities provided. More detailed information on the specific learning outcomes, content and the learning, teaching and assessment methods of each module can be found (*at http://campusone.ulster.ac.uk/course_details.cgi/19).

<table>
<thead>
<tr>
<th>1</th>
<th>AWARDING INSTITUTION/BODY</th>
<th>UNIVERSITY OF ULSTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>TEACHING INSTITUTION</td>
<td>UNIVERSITY OF ULSTER</td>
</tr>
<tr>
<td>3</td>
<td>LOCATION</td>
<td>Online</td>
</tr>
<tr>
<td>4</td>
<td>COURSE ACCREDITED BY</td>
<td>UNIVERSITY OF ULSTER</td>
</tr>
<tr>
<td>5</td>
<td>FINAL AWARD</td>
<td>PGCert eLearning: Interactive Teaching Technologies</td>
</tr>
<tr>
<td>6</td>
<td>MODE OF ATTENDANCE</td>
<td>Part Time</td>
</tr>
<tr>
<td>7</td>
<td>SPECIALISMS</td>
<td>Informatics/Lifelong Learning</td>
</tr>
<tr>
<td>8</td>
<td>QAA SUBJECT UNIT</td>
<td>Informatics/Lifelong Learning</td>
</tr>
</tbody>
</table>

| 10 | EDUCATIONAL AIMS AND OBJECTIVES OF THE COURSE |

The overall aim of the Masters Degree is to enable students to develop appropriate teaching experiences for online learners, using new modalities and systems for instructional design in the post-16 business, community and educational field. Flexible curriculum paradigms will be developed using creative and experimental approaches to online education management.

- To critically examine the learning processes of students and evolving frameworks and structures for eLearning.
- To appraise the current needs, cultures and trends in corporate and academic online education.
- To analyse the paradigm of online education quality using standards of good practice applicable to the learning context.
- To critically evaluate the eLearning industry and the fiscal demands of online education.
- To enhance practitioner-authoring skills through interactive and collaborative explorations of teaching technologies and associated design tools.
- To design, negotiate and manage systems of instruction that accommodate a diversity of learning styles.
- To design and appraise modern online applications requiring dynamic interfaces to facilitate and enhance learning.
- To create online teaching strategies for enhanced learning experiences, for remote/virtual learners, using appropriate motivational and interactive techniques.
11 A Knowledge and Understanding

This course provides opportunities for students to achieve and demonstrate the following learning outcomes:

A1 Knowledge and ability to analyse the fundamental concepts, principles, theories and practices underlying paradigms of interactive and collaborative learning in a rigorous and critical manner and construct explanatory and action based hypotheses for the development of innovative pedagogical methods.

A2 Develop benchmark specifications for interactive learning by exploring and evaluating alternative methods and devising strategies for appropriate implementation techniques.

A3 Employ effectively practices and tools for the specification, design, implementation and critical evaluation of curriculum innovation.

A4 Analyse the extent to which learning environments and systems meet the criteria defined for its current deployment and future evolution.

A5 Develop professional, legal, moral and ethical consideration for the academic and research skills necessary in the application of interactive teaching and learning.

Learning and Teaching Methods that will enable the outcomes to be achieved:

Assessment Methods that enable the outcomes to be demonstrated:
Coursework, workbooks and portfolio and reflective logs.

11 B Skills and other Attributes

B1 the ability to specify, design and construct effective interactive teaching programmes

B2 the ability to evaluate interactive environments with respect to quality and plan systematic change using appropriate evidence, being informed regarding quality management systems

B4 the ability to construct interactive learning schemes which assist in widening participation and the provision of equal opportunities through the flexibility of curriculum design for online delivery and the enhancement of open and/or online distance learning resources.

Learning and Teaching Methods that will enable the outcomes to be achieved:
eLectures, eTutor directed eTutorials & ePracticals, student led eSeminars and self-directed learning employing study packs and research based materials.

Assessment Methods that enable the outcomes to be demonstrated:
Coursework related to case studies and projects, workbooks, project reports and research study.
Appendix 2
PGD Programme Specification
### 11 C Practical skills

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C1</strong></td>
<td>the ability to plan an effective developmental production schedule for an open or distance learning course</td>
<td></td>
</tr>
<tr>
<td><strong>C2</strong></td>
<td>the ability to compose flexible interactive courseware through the use of ICT, recognising its synchronous and asynchronous properties</td>
<td></td>
</tr>
<tr>
<td><strong>C3</strong></td>
<td>the ability to develop a learning process suitable to the learning needs of the remote participant audience</td>
<td></td>
</tr>
<tr>
<td><strong>C4</strong></td>
<td>the ability to design and implement an investigative analysis of interactive pedagogy</td>
<td></td>
</tr>
<tr>
<td><strong>C6</strong></td>
<td>the ability to construct reflective accounts and reports for various audiences, management, technical, users or the academic community.</td>
<td></td>
</tr>
<tr>
<td><strong>C7</strong></td>
<td>The ability to illustrate and explain, through primary and secondary evidence, how eLearning practices may be developed in a community, business, professional or academic environment.</td>
<td></td>
</tr>
</tbody>
</table>

**Learning and Teaching Methods that will enable the outcomes to be achieved:**
eLectures, eTutorials and problem based ePracticals and eSeminars, Project preparation and implementation.

**Assessment Methods that enable the outcomes to be demonstrated:**
Problem based coursework, workbooks, project reports and research study.

### 11 D Transferable / Key skills

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>D1</strong></td>
<td>The ability to solve problems through collaborative situations making effective use of information-retrieval skills and of learning resources</td>
<td></td>
</tr>
<tr>
<td><strong>D2</strong></td>
<td>The ability to communicate effectively using various media and with a variety of audience.</td>
<td></td>
</tr>
<tr>
<td><strong>D3</strong></td>
<td>Effective use of Information Technology facilities for teaching and learning</td>
<td></td>
</tr>
<tr>
<td><strong>D4</strong></td>
<td>Develop a reflective learning and action-based strategy as part of an independent and organisational learning cycle.</td>
<td></td>
</tr>
<tr>
<td><strong>D5</strong></td>
<td>Appreciate the need for continuing professional development in recognition of the requirement for eLearning.</td>
<td></td>
</tr>
</tbody>
</table>
### Learning and Teaching Methods that will enable the outcomes to be achieved:
- eLectures,
- eTutorials & ePracticals,
- eSeminars,
- Project preparation and implementation.

### Assessment Methods that enable the outcomes to be demonstrated:
- Professional report assessments,
- Workbooks,
- Project vivas,
- Reports and dissertation.
12 Programme structure and requirements for the award.

This programme may be studied part-time over a period of three years. The learning is divided into study units called modules. Most modules have a credit value of 15 credits while the Research Study module has a credit value of 60 credit points. The credit weighting of a module is in proportion to the effort required from the student, thus a 15 point module corresponds to 150 hours of notional learning time including viewing eLectures, eTutorials, eSeminars, online discussion groups, coursework, assignment work and self-study. The modules are arranged into three levels of study with 60 credit points being presented at each level. A feature of the course is the flexibility of learning where students spend their time interacting with online facilities, curricula and reflexive tools in a structured and supervised manner gaining relevant practical experience and support. The modules build upon the learning that has taken place during the Postgraduate Certificate year/duration. The modules within the course will include core and requisite modules, the levels at which they are studied, the credit ratings and awards that may be gained are shown below.

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit Level</th>
<th>Credit Points</th>
<th>Core or Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 932</td>
<td>Principles and Practices of Online Education</td>
<td>M</td>
<td>15</td>
<td>C</td>
</tr>
<tr>
<td>COM 856</td>
<td>Instructional Design</td>
<td>M</td>
<td>15</td>
<td>C</td>
</tr>
<tr>
<td>EDU 933</td>
<td>Designing a Course using a VLE</td>
<td>M</td>
<td>15</td>
<td>C</td>
</tr>
<tr>
<td>COM 857</td>
<td>Teaching Technologies</td>
<td>M</td>
<td>15</td>
<td>C</td>
</tr>
</tbody>
</table>

Potential award: Postgraduate Certificate eLearning: (ITT) (60 credit points)
13. Support for students and their learning

- Induction course, introducing curriculum and practitioner skills
- Student handbook and modules guide
- Online library resource packs
- Extensive library and other learning resources
- Intranet with a wide range of learning support material
- Course specific texts, learning packs and resource tools offered online
- Student e-mail accounts and full access to the Internet
- Each student is allocated a personal tutor
- Research Methods module to enhance understanding and develop research skills for research study preparation
- Collaborative and e-seminar rooms facilitated by course team online
- Formative assessment to enhance student feedback and learning through online environment

14. Criteria for admission

Students are required to enrol on the MSc eLearning Interactive Teaching Technologies.

**Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards** -

- module reviews (student questionnaires and teaching team report)
- annual course review prepared by the course director
- annual staff reviews
- periodic review involving both internal and external academic panel members

**Committees with responsibility for monitoring and evaluating quality**

- Staff Student Consultative Committee
- Course committee
- Board of Examiners
- School Board (includes student members)
- Faculty Teaching and Learning Committee (includes student members)
- University Teaching and Learning Committee

**Mechanisms for gaining student feedback on the quality of their learning experience**

- Staff-Student Consultative Committee
- Student representatives on School and Faculty boards
- Module evaluation questionnaires / module forum / module freeform responses

**Staff development includes:**

- Continuous training through vocational assessment centre to ensure authenticity and quality of assessment practices
- Updating in the subject through research and scholarship

16. Regulation of standards

**Assessment rules**

- The pass mark shall be 50% for each assessment element and in the module overall. Examination : Coursework weighting 100%.
- Full details of module assessments are set out in each module booklet.

**Mark ranges used for classification of Post Graduate Certificate**

A pass with Distinction is normally awarded to a candidate who achieves an overall average of 70% or more, with a mark of at least 70% being achieved in modules amounting to 90 credit points.

The following shall be the minimum percentages normally acceptable in determining the overall gradings of candidates for the Postgraduate Certificate Award.

<table>
<thead>
<tr>
<th>Classification</th>
<th>Percentage</th>
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<td>Pass</td>
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## Module Outcomes

A mapping of learning outcomes to modules

| Modules                                      | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 | C5 | C6 | C7 | D1 | D2 | D3 | D4 | D5 |
|----------------------------------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Principles and Practices of Online Education | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |
| Instructional Design                         |    | ✓  | ✓  |    | ✓  | ✓  | ✓  |    | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |
| Designing a Course using a VLE              | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |
| Teaching Technologies                        | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |