



<b>Title:</b>	E-Learning <b>APPROVED</b>
<b>Long Title:</b>	E-Learning
<b>Module Code:</b>	MMED7004
<b>Duration:</b>	1 Semester
<b>Credits:</b>	5
<b>NFQ Level:</b>	Intermediate
<b>Field of Study:</b>	Multimedia
<b>Valid From:</b>	Semester 1 - 2016/17 ( September 2016 )
<b>Module Delivered in</b>	<a href="#">3 programme(s)</a>
<b>Module Coordinator:</b>	VALERIE RENEHAN
<b>Module Author:</b>	Maria Murray
<b>Module Description:</b>	This module provides the student with a broad understanding of the field of e-learning in terms of its history, its current form, some of the key underlying pedagogical issues and a range of specific technologies, services and standards upon which it is based. By the end of the module students will be able to create a short e-learning solution based on sound pedagogical principles and compliant with key technical standards.
<b>Learning Outcomes</b>	
<i>On successful completion of this module the learner will be able to:</i>	
LO1	Analyse the evolution of e-learning in terms of antecedent educational/technological traditions while also critically evaluating its likely characteristics for the future
LO2	Apply a range of pedagogical theories and concepts to issues of e-learning design, development and delivery
LO3	Discuss and use a number of generic web-based and e-learning-specific design, development, assessment and communication/collaboration tools and platforms to facilitate learning
LO4	Critically evaluate real e-learning solutions according to a range of technical and pedagogical criteria
<b>Pre-requisite learning</b>	
<b>Module Recommendations</b> <i>This is prior learning (or a practical skill) that is strongly recommended before enrolment in this module. You may enrol in this module if you have not acquired the recommended learning but you will have considerable difficulty in passing (i.e. achieving the learning outcomes of) the module. While the prior learning is expressed as named CIT module(s) it also allows for learning (in another module or modules) which is equivalent to the learning specified in the named module(s).</i>	
<b>Incompatible Modules</b> <i>These are modules which have learning outcomes that are too similar to the learning outcomes of this module. You may not earn additional credit for the same learning and therefore you may not enrol in this module if you have successfully completed any modules in the incompatible list.</i>	
No incompatible modules listed	
<b>Co-requisite Modules</b>	
No Co-requisite modules listed	
<b>Requirements</b> <i>This is prior learning (or a practical skill) that is mandatory before enrolment in this module is allowed. You may not enrol on this module if you have not acquired the learning specified in this section.</i>	
No requirements listed	

**Module Content & Assessment**

**Indicative Content**

**History of E-Learning:**

Distance education, computer-aided learning, the emergence and ongoing development of internet and web technologies and their affordances for learning; serious games and other new educational technologies

**Pedagogy of E-Learning:**

The major pedagogical schools in particular behaviourism, cognitivism, constructivism and their implications for effective e-learning design, development and delivery; also some discussion of the instructional design tradition;

**E-Learning Systems and Platforms:**

Learning Management systems, Live Elearning systems and other standalone collaboration tools and platforms, CMS-based solutions, Social Web, Web 2.0/elearning 2.0, game- and simulation-based learning, mobile and other multi-touch/converged devices

**E-Learning Standards:**

To include coverage of various packaging standards, communications standards and metadata standards;

**Evaluation:**

To include a look at criteria such as effectiveness/ usability, reliability, interactivity, scalability, innovation, support, etc.

**Content Development:**

Course authoring tools, testing and assessment tools, web design tools, media editors, content converter tools and criteria for their use and selection.

**Content Debates:**

Rights and Licensing, Open source/Open Coureware, The OER movement, Rapid Elearning, Peer Production models, MOOCs

**Assessment Breakdown**

	%
Course Work	100.00%

**Course Work**

Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Written Report	Evaluation of an actual e-learning solution or service	1,2,3,4	30.0	Week 8
Project	Development of short e-learning piece - students document design and development processes in a short report that accompanies this	1,2,3,4	70.0	Sem End

No End of Module Formal Examination

**Reassessment Requirement**

**Coursework Only**

*This module is reassessed solely on the basis of re-submitted coursework. There is no repeat written examination.*

**The institute reserves the right to alter the nature and timings of assessment**

**Module Workload**

<b>Workload: Full Time</b>				
<i>Workload Type</i>	<i>Workload Description</i>	<i>Hours</i>	<i>Frequency</i>	<i>Average Weekly Learner Workload</i>
Lecture	Theory	3.0	Every Week	3.00
Lab	Practical	1.0	Every Week	1.00
Independent & Directed Learning (Non-contact)	Study	3.0	Every Week	3.00
Total Hours				7.00
Total Weekly Learner Workload				7.00
Total Weekly Contact Hours				4.00

**This module has no Part Time workload.**

## Module Resources

### Recommended Book Resources

- William Horton, 2011, *e-Learning by Design*, 2nd Edition Ed., Pfeiffer [ISBN: 0470900024]
- Terry Anderson (Editor) 2008, *The Theory and Practice of Online Learning*, 2nd Ed., AU Press [ISBN: 1897425082]
- Bryn Holmes, John R Gardner, 2006, *E-Learning: Concepts and Practice*, Sage Publications Ltd [ISBN: 1412911117]
- M. David Merrill 2012, *First Principles of Instruction*, 1st Edition Ed. [ISBN: 978-047090040]

### Supplementary Book Resources

- Ruth Colvin Clark, Richard E. Mayer 2011, *E-learning and the science of instruction*, 3rd Edition Ed., Pfeiffer San Francisco, CA [ISBN: 0470874309]
- Julie Dirksen 2011, *Design For How People Learn*, New Riders Press [ISBN: 0321768434]

*This module does not have any article/paper resources*

### Other Resources

- Online Journal: University of Athabasca/IRRODL. *International Review of Research in Open and Distance Education*  
<http://www.irrodl.org/>
- Journal: *The Internet and Higher Education*, Elsevier  
[http://available via CIT library online database \(Science Direct\)](http://available.via.CIT.library.online.database.(Science.Direct))
- Journal: *Journal of Educational Multimedia and Hypermedia (JEMH)*  
<http://www.aace.org/pubs/jemh/>
- Journal: *Computers & Education*  
[http://available via CIT library online database \(Science Direct\)](http://available.via.CIT.library.online.database.(Science.Direct))
- Online Journal: *International Journal of Emerging Technologies in Learning (iJET)*  
<http://www.online-journals.org/i-jet>

**Module Delivered in**

<b>Programme Code</b>	<b>Programme</b>	<b>Semester</b>	<b>Delivery</b>
CR_HMMED_8	<a href="#"><u>Bachelor of Arts (Honours) in Creative Digital Media</u></a>	5	Elective
CR_BHRMN_8	<a href="#"><u>Bachelor of Arts (Honours) in Human Resource Management</u></a>	8	Elective
CR_HDMTE_8	<a href="#"><u>Certificate in Digital Media Design and Development</u></a>	2	Mandatory