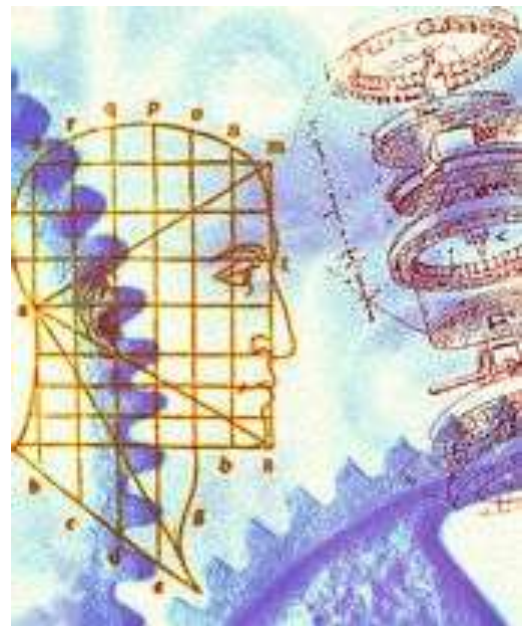


Professional Masters Programme Award Handbook: *Learning and Knowledge Technology*



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Professional Masters Programme

Award Handbook: Learning & Knowledge Technology

Last revised: 29th March, 2011

Introduction

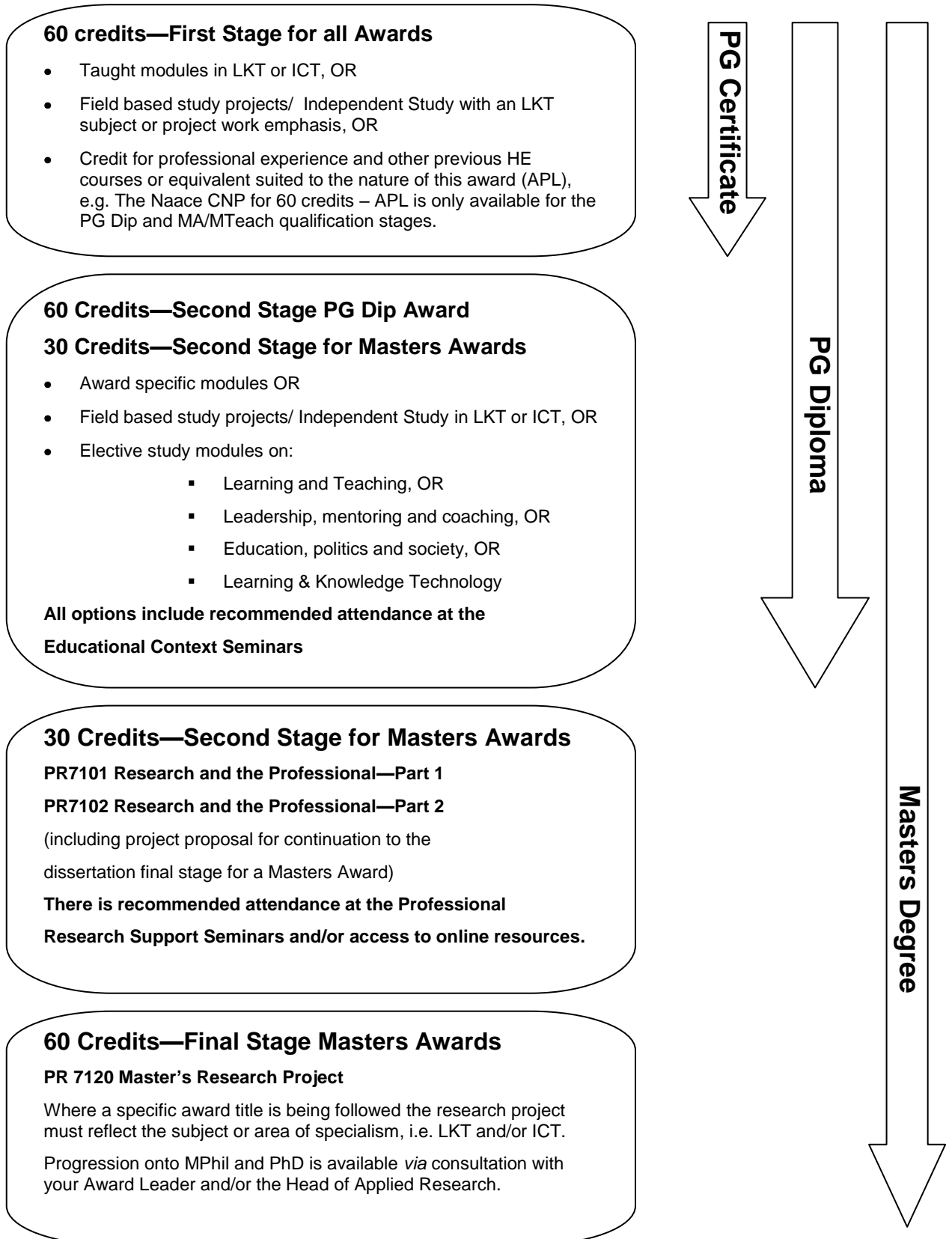
Welcome to the Professional Masters Programme (PMP) at Bath Spa University! We hope that you will find your study rewarding and are looking forward to embarking on your Masters journey. This award handbook contains all the specific information that you need to complete a programme in Learning and Knowledge Technology and gives specific details about required and elective modules. It should be read in conjunction with the main PMP generic student handbook that contains detailed information on matters covering overall PMP learning outcomes, assessment criteria, modes of assessment, overall route structures, general APL and student support systems.

Admission Requirements for this Award

The admission requirements for this award are the same as in the main generic PMP handbook.

The PMP Award Route for Learning & Knowledge Technology

There are three stages in the Professional Masters Programme and for this award it is possible to exit with a PG Cert, PG Dip and MA or MTeach.



APL and Progression Requirements.

Accreditation of Prior Learning (APL) is the term used for recognising credit from previous study or professional work. For this award there are no additional requirements other than the APL granted must relate to the award title and follow the guidelines stated in the main PMP generic student handbook.

APL is also available to anyone who has completed and passed the Certified Naace Professional (CNP) CPD course that is recognised by the PMP at BSU for 60 level 7 credits and can be used as advanced standing towards this Award.

Please contact the CPD Administration Office for a student APL application form if you think that you may be able to transfer credit from a different Higher Education Institution or Naace CNP into this award.

Note: this only applies to those students registering for a PG Dip or MA/MTeach higher award.

Staff Profiles for this Award

Various School of Education staff are involved in delivering this award:

Dr Steven J Coombs – Award Leader and Chair of the PMP

01225 876149 s.coombs@bathspa.ac.uk

Fiona Maine – Programme Leader for CPD

01225 876315 f.maine@bathspa.ac.uk

Wendy Hanrahan – ICT specialist senior lecturer and tutor

01225 876524 w.hanrahan@bathspa.ac.uk

Ruth Barrington – Senior Lecturer in Mentoring, Coaching and Induction

01225 875414 r.barrington@bathspa.ac.uk

CPD Administrative Assistant

You will speak to a CPD Admin Assistant if you phone the office. This is the first port of call for many queries.

01225 875593 cpdadmin@bathspa.ac.uk

Zara Johnson – CPD Quality Assurance Project Manager

Zara's role means that she coordinates the impact evaluation process, as well as general module feedback.

01225 875440 z.johnson@bathspa.ac.uk

In order to respond to the ever-widening and fast-changing professional development needs and demands from client schools and Local Authorities, we are further supported by a large developing network of Affiliated Field Consultants and Tutors.

Final words

We intend that all participants will have a successful and stimulating time whilst working within this award area of the Professional Master's Programme and that this experience will lead to a fulfilling career.

Best wishes with your studies!



Dr Steven J Coombs,
Award Leader

Appendix: The modules offered within the PMP Award in Learning and Knowledge Technology

All generic and core modules that can be taken across the programme are denoted with a 'G', whereas award specific modules are depicted with an 'A'.

It may be possible to join modules from other awards in the first or second stage of the PMP, please consult with your tutor.

Please note that these are a list of validated modules, their availability for study may depend on other factors.

PMP Module Code	Module Name (Short)	Credits	PG Level 6 &/or 7 (H or M)	Generic (G) or Award (A)
PR7101	Research and the Professional – Part 1	15	7	G
PR7102	Research and the Professional – Part 2	15	7	G
PR7120	Masters Research Project	60	7	G
PR7110	Learning & Knowledge Technology	15, 30	7	G
PR7211	Education, Politics & Society	15, 30	7	G
TT7335	ICT Subject Leaders (tba not available at present)	60	6 & 7	A*
TT7966	Early Professional Practice (EPP) – Primary	60	7	G
TT7965	Early Professional Practice (EPP) – Secondary	60	7	G
TT7541	ICT Leadership & Management (tba)	60	6 & 7	A*
TT7860 15–60	Work-based action enquiry	15, 30, 45, 60	6 & 7	G
IN7760 15-60	Independent Study Module & APEL	15, 30, 45, 60	6 & 7	G
ED7104	Technology, Pedagogy & Society	30	7	A*

All generic modules listed above are appended to the main PMP generic student handbook.

*These award specific modules for Learning & Knowledge Technology are appended to this appendix section. Other award specific modules are contained in separate award handbooks across the PMP scheme.

Course Module Code	TT7335
Name of course module	Subject Co-ordination/Leadership in ICT in the Primary School
Short name (if any)	ICT Subject Leadership
Course module co-coordinator	Fiona Maine
Other tutor(s) (if any)	
Module level(s)	Levels H & M
Semester(s)	Semesters 1 & 2
Contact time	8 hours tutorial time
Credit points	60
Subject Area(s)	Core Curriculum Studies
Acceptable for:	PGCert, PGDip and MA/MTeach
Prerequisites (if any)	QTS
Excluded Combinations	None
Type (Compulsory or Optional)	Optional
Description (overview)	The role of the subject leader in primary schools is recognized by Ofsted, TDA and others as playing a significant part in school improvement. This unit focuses on the particular needs of science coordinators in making the transition to subject leadership, addressing issues such as the strategic direction, resourcing and monitoring of the science curriculum. It is also important, however, to equip science subject leaders with the necessary scientific subject knowledge and pedagogic research to teach the subject effectively and support their colleagues in driving up standards.
Teaching and learning strategies	The course involves tutor exposition, workshops, seminars and discussion groups. It will be structured to ensure opportunities exist for the introduction of new skills, role modelling, coaching and the application of those skills in professional settings. Participants are expected to work collaboratively with other participants and with colleagues in school. Action enquiry approaches are encouraged. All participants will undertake a core study-skills programme to support their writing of assignments.

<p>Learning outcomes</p>	<p>By the end of the module students will be able to :</p> <ul style="list-style-type: none"> ▪ Understand the roles and responsibilities of ICT subject leaders and the nature of the management of changes within schools in the context of school improvement; ▪ develop specific competencies within the key areas of the National Standards for Subject Leader, leading to raised standards in ICT within their schools; ▪ critically analyse the development of ICT teaching and learning within their schools, reflect on need, produce and begin implementing an action plan for future development; ▪ have developed their own knowledge and classroom practice in specific aspects of science, up to TDA requirements in order to improve the learning of their pupils in ICT; ▪ develop key skills related to communication and ICT relevant for leading ICT within their schools.
<p>Key text(s)</p>	<p>Ager, R (2000) The Art of Information and Communications Technology for Teachers. London: David Fulton Publishers.</p> <p>Bell, D & Ritchie R (1999) From Subject coordination to subject leadership. London: Open University Press.</p>
<p>Assessment scheme</p>	<p>Coursework 100%</p> <p>Submissions of 10,000 (+/- 2,000) words for 60 credits.</p>

Course Module Code	TT7541
Name of course module	ICT for Leadership and Management
Short name (if any)	ICT Leadership.
Course module co-coordinator	Fiona Maine
Other tutor(s) (if any)	ICT team and ICT subject leadership specialists recruited from the local region
Module level(s)	Levels H & M
Semester(s)	Semesters 1 & 2
Contact time	15 hours. Problem-solving workshops held within an appropriate professional context. The course would comprise a series of five, three-hour sessions, which would include ICT teaching, tutor input and participant problem-solving seminar discussions.
Credit points	60
Subject Area(s)	ICT and Educational leadership.
Acceptable for:	PGCert, PGDip and MA in Professional Learning
Prerequisites (if any)	None
Excluded Combinations	None
Type (Compulsory or Optional)	Optional
Description (overview)	ICT capability is a fundamental part of the professional management repertoire, but often leaders and decision makers lack the opportunity to develop these essential skills and the understanding of how to apply them to professional tasks. This course would help educational leaders to develop ICT knowledge, skills and understanding within the context of their duties and would build upon ICT skill requirements covered within other areas such as the NPQH. The course would also require participants to develop ideas towards their ICT action plan.
Teaching and learning strategies	Lectures; seminars; workshops; online learning support and discussion. Audit of professional needs and ICT skills survey of participants. Preparation for follow-on project work as part of TT4860 work-based action enquiry report producing an ICT policy document as part of the school improvement plan.
Learning outcomes	Improved ICT capability and the understanding needed to use ICT effectively for enabling the duties of administrative leadership, namely: communication, analysis, presentation, investigation and planning. Investigation of ICT curriculum integration policy and case studies as a precursor to progression into the action enquiry phase that would require a revised ICT Action Plan update, as part of the school improvement plan for LEAs etc.

<p>Key text(s)</p>	<p>Ofsted, BECTa & NCSL reports and research on school effectiveness and the use of ICT. Comparable literature relating to other professions.</p> <p>In particular: Ofsted reports on ICT; HMI 423, 362, 382. Ofsted reports on management training HMI 457 and Ofsted's website report on Action Planning for school improvement.</p> <p><u>Robyler, M. and Edwards, J. (2000) <i>Integrating Educational Technology into Teaching</i>, 2nd edition. Prentice Hall.</u></p> <p><u><i>The Essence of Management Creativity</i> (Proctor, 1995).</u></p>
<p>Assessment scheme</p>	<p>Case studies/ participant observations of practice and ICT management systems supported by critical reading.</p> <p>System development and implementation using ICT tools and procedures.</p> <p>Preparation and assessed seminar presentation report (15 credits) for follow-on project work as part of TT380 work-based action enquiry report producing an ICT policy document as part of the school improvement plan (45 credits). There will also be an opportunity for those with a NPQH qualification to submit a professional development portfolio for an additional 60 credits at M Level. Thus, a total of up to 75 credits are available. All assessment evidences required would be aligned to the PMP assessment modes framework specifications for level H & M.</p>

Course Module Code	ED7104
Name of course module	Technology, Pedagogy & Society
Short name (if any)	
Course module co-coordinator	Dr Steven J Coombs
Other tutor(s) (if any)	
Module level(s)	M
Semester(s)	Flexible elective for either semester 1 or 2.
Contact time	6 x 3 hour formal sessions plus directed e-learning time
Credit points	30
Subject Area(s)	Educational Technology, pedagogical learning theories, critical thinking and reflective technology, social theory.
Acceptable for:	Either Full or Part time career tracks: Learning & Knowledge Technology, Critical & Creative Thinking, Ed Studies or Int Ed & Globalisation.
Prerequisites (if any)	Offered as an elective module within the PMP scheme to both full time and part time students. There is an expectation that participant students would come to the module with some knowledge of ICT skills, e.g. can use Office applications such as Word and PowerPoint and can use the Internet for basic research.
Excluded Combinations	None
Type (Compulsory or Optional)	Elective for full and part-time PMP students. Thus, module participants could be drawn from both programmes.
Description (overview)	Pedagogical learning theories will be related to Ed Tech curriculum integration strategies in schools/training centres and considered in terms of wider societal impact issues, e.g. child development and the Web, digital divide, lifestyle & health implications, teacher control and facilitation issues versus student-centred learning. Ed Tech policies that support technology-enriched learning environments in classrooms and training centres will also be investigated.
Teaching and learning strategies	To include a mixture of short lectures and student-led seminars. Resource-based learning tasks to be focussed upon the use of downloadable courseware materials available from the BSU VLE

	'Minerva' and wider internet sources.
Learning outcomes	<p>It is intended that participants will be able to:</p> <ol style="list-style-type: none"> 1. Connect technology tools and information technology educational resources and courseware systems to various standard learning theories and pedagogic practice. 2. Understand the concept of how a technology-assisted knowledge elicitation system can be regarded as a reflective technology scaffold that can assist critical thinking and learning as a new literacy. 3. Put into a social context the impact that new technology has had upon society; locally, regionally and internationally.
Key text(s)	<p>Coombs, S. (2000) The psychology of user-friendliness: The use of Information Technology as a reflective learning medium. <u>Korean Journal of Thinking and Problem Solving</u>. 10(2), 19-31 Korea: Keimyung University.</p> <p>Economist (editorial) (2005). Power at last (special report and leader), <i>Economist</i>, April 2nd 2005.</p> <p>Jonassen, D. (2000). <i>Computers as Mindtools for Schools: Engaging critical thinking</i>. (2nd. ed.) New Jersey: Merrill.</p> <p>Lessig, L. (2001). The future of ideas: The fate of the commons in a connected world. New York: Random House.</p> <p>Roblyer, M. & Edwards, J. (2000). <i>Integrating Educational Technology into Teaching</i>, (2nd Ed). New Jersey: Merrill.</p>
Assessment scheme	<p>Written assignment report to be based upon a personal examination of educational technology related to the core themes of this course either as: a work-based case study, literary review drawn from the field, or, an evaluation of an educational ICT-infused project (2,500 +/- 500 words or equivalent).</p> <p>An oral presentation of a chosen topic given during a seminar session will complete the assessment policy (2,500 +/- 500 words or equivalent).</p>