

BEDU334 Enriching Learning through Web-based Applications

ECTS Value: 3 ECTS
Self-Study Hours: 36

Contact Hours: 15
Assessment Hours: 24

Overall Objectives and Outcomes

Teaching and learning in the 21st century using techniques that incorporate web-based applications many of which are used regularly by the 21st century learners even at a young age. This will not only make the learning experience attractive to the learner, but it will also provide the right skill set to interact with the current (and future) web applications in a meaningful manner.

By the end of this module, the learner will be able to:

Competences

- a. advise peers and learners as to the suitability of determined web-based applications for teaching and learning activities within a particular learning environment;
- b. manage the various web-based applications that may be used within a learning environment;
- c. develop specific teaching and learning activities for specific learners (e.g. year group, a particular learning difficulty, ...) using an appropriate web-based application/s.

Knowledge

- a. identify the most popular web-based applications of the period;
- b. determine the suitability of the particular web-based application in relation to its use for a specific teaching and learning activity and/or assessment task/s;
- c. define the appropriate procedures for the use of web-based applications within a learning environment.

Skills

- a. demonstrate the required competence in selecting the appropriate web-based application/s for a specific teaching and learning activity and/or an assessment task/s;
- b. design and construct a blended learning environment which incorporates web-based applications;
- c. apply and adapt the proposed blended learning environment based on peer and learner feedback.

Assessment Methods

This module will be assessed through: Practical Assignments, Peer-review and Self-reflection.

Suggested Readings

Core Reading List:

1. Amin Embi M. (2011). Web 2.0 Tools in Education. A quick Guide. Universiti Kebangsaan Malaysia.
2. Christensen C, Horn, B and Staker H (2013). Is K-12 Blended learning disruptive. An introduction to the theory of hybrids. Clayton Christensien Institute.
3. Hew, F.K. & Cheung, W.S., (2014). Using Blended Learning: Evidence-Based Practices. London, Springer.
4. McFarlane, A. (2014). Authentic learning for the digital generation: realising the potential of technology in the classroom. Routledge.

Supplementary Reading List:

1. Hannafin, M.J. & Land, S.M., (1997). The foundations and assumptions of technology-enhanced student-centred learning environments. Instructional Science. No:25, pp: 167-202, Netherlands, Kluwer Academic Publishers.
2. McKeown, S. and McGlashon, A., (2014). Brilliant ideas for using ICT in the inclusive classroom. Routledge.
3. VISCED Handbook - Volume 1 - Virtual Schools and Colleges - Providing Alternatives for Successful Learning. Belgium: ATIT BVBA.
4. VISCED Handbook - Volume 2 - Virtual Schools and Colleges - Providing Alternatives for Successful Learning. Belgium: ATIT BVBA.