

**UNIVERSITY OF HUDDERSFIELD**  
**SCHOOL OF EDUCATION AND PROFESSIONAL DEVELOPMENT**

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<b>Module Code</b>	DFGxxx
<b>MODULE TITLE</b>	Computer Mediated Skills
<b>Module Scheme</b>	School of Education and Professional Development CATS Scheme
<b>School involved in delivery</b>	- UNIVERSITY OF HUDDERSFIELD - BUDAPESTI MUSZAKI FOISKOLA - DUNAUJVAROSI FOISKOLA - TAMPEREEN AMMATTIKORKEAKOULU - UNIVERSIDADE NOVA DE LISBOA FACULDADE DE CIENCIAS E TECNOLOGIA
<b>Name of Pathway(s)</b>	PCGE/Cert Ed (PCET)
<b>Module Leader</b>	David Lord
<b>Location</b>	Queensgate
<b>Module Status</b>	Transferable
<b>Module Type</b>	Acceptable
<b>Module Rating</b>	10 Credits at Foundation Level
<b>Learning Methods</b>	Tutor led methods 30 hours Independent study 45 hours
<b>Pre-requisites</b>	None
<b>Recommended Prior Study</b>	None
<b>Co-requisites</b>	None
<b>Professional Body Requirements</b>	None
<b>Barred Combinations</b>	None

#### **Module Aims**

- 1 To develop an understanding of a range of computer mediated skills and their application in educational contexts
- 2 To develop practical skills in a range of computer based systems
- 3 To evaluate the benefits of computer mediated approaches to teaching and learning

#### **Module Synopsis**

*This module introduces students to a range of computer mediated options for retrieving information and for communicating and collaborating in educational settings. The module develops practical skills and provides opportunities for students to ally these to an understanding of the potential benefits of these systems for teaching and learning*

#### **Syllabus and Outline Scheme of Work**

Introduction to VLE systems and usage; comparison of different VLE features and provision;

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investigation and comparison of various computer based communication methods; synchronous and asynchronous communication methods; 'push' and 'pull' technologies; strategies and techniques for searching computer media; evaluation of benefits of computer mediated approaches to education;

### **Possible Schedule - Session Topic and Time Allocated**

Module overview (1hr)

Introduction to learning technology – an overview (2hrs)

Uses in educational contexts of:

Email systems and facilities (2hrs)

Discussion forums and chat (2hrs)

WIKIs and Blogs (1hr)

Bulletin boards and conferencing systems (2hrs)

VLE comparisons (10hrs)

Internet search engines (2hrs)

Use of the Internet in Teaching and Learning (8hrs)

### **Learning Outcomes**

Knowledge and Understanding:

- 1 Understands general concepts and principles in using computers and the internet in educational contexts
- 2 Discusses the benefits of internet based systems in teaching and learning
- 3 Knows the key features of VLE based systems

Ability:

- 1 Selects appropriately from a range of options, the best tools and forums for developing and communicating professional knowledge
- 2 Uses a number of the features of VLEs effectively for communication and information sharing
- 3 Searches electronic resources for material relevant to teaching area

### **Assessment Strategy**

Summative Assessment

The student should negotiate with a tutor from the home institution the nature of the assignments to complete in order to achieve the outcomes and successfully complete the module

Example products

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(note that the products can be adapted in each country according to local needs)

- Documentary evidence of use of a range of electronic methods of communication and information retrieval found in VLE systems
- A report on an electronic search (for instance CD-ROMs, Electronic Journal systems, WWW sites, discussion boards) for material relating to teaching area. This should include indicative material from the search and accompanying documentation concerning search strategy, key words etc
- A report containing reflection on the benefit of computer based technologies in teaching and learning and detailing how their use could be developed within professional practice

The student will produce a portfolio of evidence showing that they have achieved the module outcomes (3,000 - 4,000 words approximately). Typically the portfolio will contain some or all of the above elements.

#### Formative Assessment

Informal feedback on work on progress on portfolio

#### Learning Strategy

Tutor led hours: 30 hours per student cohort

For example: lectures, seminars, online work with VLEs, Email communication

Independent study hours: 45 hours

#### Indicative References

Blackboard (2004) Blackboard Website. [online]

Available at:

[www.blackboard.com](http://www.blackboard.com)

Levine, G (1997) *Internet Email for Dummies*. California: John Wiley

Salmon, G (2002) *E-moderating: the key to teaching and learning online*. Routledge: London

Web-CT (2004) Web CT website [online]

Available at:

[www.webct.com](http://www.webct.com)

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