Module 5   Effective Learning and Development

Module title	Effective Learning and Development
Module NFQ level (only if an NFQ level can be demonstrated)	n/a
Module number/reference	BSCH-ELD
Parent programme(s)	Bachelor of Science (Honours) in Computing Science
Stage of parent programme	Stage 1
Semester (semester1/semester2 if applicable)	Semester 1
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	Direct, Blended
Entry requirements (statement of knowledge, skill and competence)	Learners must have achieved programme entry requirements
Pre-requisite module titles	None
Co-requisite module titles	None
Is this a capstone module? (Yes or No)	No
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)	Qualified to as least a Bachelor of Science (Honours) level in Computer Science or equivalent and with a Certificate in Training and Education (30 ECTS at level 9 on the NFQ) or equivalent.with a Certificate in Training and Education (30 ECTS at level 9 on the NFQ) or equivalent.
Maximum number of learners per centre (or instance of the module)	60
Duration of the module	One Academic Semester, 12 weeks teaching
Average (over the duration of the module) of the contact hours per week	3
Module-specific physical resources and support required per centre (or instance of the module)	One class room with capacity for 60 learners that has facility for group work

Analysis of required learning effort		
	Minimum ratio teacher / learner	Hours
Effort while in contact with staff		
Classroom and demonstrations	1:60	36
Monitoring and small-group teaching		
Other (specify)		
Independent Learning		
Directed e-learning		
Independent Learning		54
Other hours (worksheets and assignments)		35
Work-based learning – learning effort		
Total Effort		125

Allocation of marks (within the module)					
	Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total
Percentage contribution	100%				100%

Module aims and objectives

The objective of the module is to assist the learner in the transition to third level education by providing them with the necessary academic support and development skills. Learners are expected to develop adaptable competences that support them throughout their learning journey. This module equips learners to optimise their learning experience in College, and provides them with personal and professional lifelong skills and competences.

Minimum intended module learning outcomes

On successful completion of this module, the learner will be able to:

1. Use appropriate software applications to produce and enhance reports and presentations

2. Efficiently use library resources (including research databases), and referencing software tools, in a responsible and ethical manner

3. Confidently use collaborative software to advance group projects and networking

4. Apply essential group work techniques to enhance proficiency

5. Use appropriate tools and psychometric tests to evaluate and develop personal performance

6. Discuss the nature of the IT industry and the opportunities that it presents to the learner

7. Produce reports and give presentations to peers in a professional manner.

Rationale for inclusion of the module in the programme and its contribution to the overall MIPLOs

While the vast majority of the modules on this programme contribute to the learner's knowledge in the field of Computer Science, this module addresses the fundamental change in the educational expectations moving from secondary education to third level. Appendix 1 of the programme document maps MIPLOs to the modules through which they are delivered.

Information provided to learners about the module

Learners receive a programme handbook to include module descriptor, module learning outcomes (MIMLO), class plan, assignment briefs, assessment strategy and reading materials.

Module content, organisation and structure

Understanding Third Level Education
- Context and model of higher education in Ireland
- Expectation setting and learning outcomes
- Navigating learning supports and structures
- College language, roles and boundaries

Developing as a Learner
- Psychometric tests and analysis
- Personal SWOT analysis
- ePortfolio
- Managing self
- Critical evaluation and analysis skills
- Problem solving techniques

Effective Communication
- Group work and roles
- Leadership skills and traits
- Software for collaborating
- Presentation tools and techniques
- Networking opportunities and skills
- Report writing and presentation skills

Academic Work
- Navigating assessment strategies (including marking criteria)
- Library resources and databases
- Referencing conventions and tools
- Ethical research and project production

Study Skills and Techniques
- Effective time management
- Goal setting and motivation
- Work break down structures
- File organisation and structure
- Study tricks and tips

The IT Industry
- Graduate roles in IT
- Sources of information re: the IT industry

Module teaching and learning (including formative assessment) strategy

This module underpins the learner's effectiveness in integrating and performing throughout their degree programme; but specifically, in stage one. It is done through interactive, group and peer driven activities, in a fun learning environment. The learners learn through doing. The tools and activities are informed by the outcomes of the other modules in the stage. So, for example, learners are engaged in learning how to use the library resources by using an assignment topic from one of their modules. Equally, they use collaborative and group tools and techniques to develop group work in other modules. Although much of the teaching and learning strategy is based on interactive methods, there is a series of seminars delivered by experts in particular areas. These seminars serve to contextualise a lot of the skills and competences they are developing in relation to industry; society and educational progression. The concept driving the pedagogy for this module is one of learner empowerment and transformation.

Timetabling, learner effort and credit

The module is timetabled as one 3-hour lecture per week.

The number of 5 ECTS credits assigned to this module is our assessment of the amount of learner effort required. Continuous assessment spreads the learner effort to focus on small steps before integrating all steps into an e-portfolio to document experience throughout the semester.

There are 36 contact hours made up of 12 lectures delivered over 12 weeks with classes taking place in a classroom. The learner will need 75 hours of independent effort to further develop the skills and knowledge gained through the contact hours. An additional 35 hours are set aside for learners to work on assignments that must be completed for the module.

The team believes that 125 hours of learner effort are required by learners to achieve the MIMLOs and justify the award of 5 ECTS credits at this stage of the programme.

Work-based learning and practice-placement

There is no work based learning or practice placement involved in the module.

E-learning

The college VLE is used to disseminate notes, advice, and online resources to support the learners. The learners are also given access to Lynda.com as a resource for reference.

Module physical resource requirements

Requirements are for a classroom for 60 learners equipped with a projector, and a space to allow the facilitation of group work through movable furniture.

Reading lists and other information resources

Recommended Text

Cottrell, S. (2011) *Critical Thinking Skills: Developing Effective Analysis and Argument* London: Palgrave *Macmillan*

Innes, J. (2012) *The CV book: your definitive guide to writing the perfect CV*. Harlow: Pearson

Secondary Reading:

Moran, A. P. (2000) *Managing Your Own Learning at University*. Dublin: University College Dublin Press.

Currie, D. and CIPD (2005) *Developing and Applying Study Skills: Writing Assignments, Dissertations and Management Reports*. London: Chartered Institute of Personnel and Development.

Harvey, N. (2014) *Effective Communication*. Dublin: Gill & MacMillan.

Specifications for module staffing requirements

For each instance of the module, one lecturer qualified to at least Bachelor of Science (Honours) in Computer Science or equivalent, and with a Certificate in Training and Education (30 ECTS at level 9 on the NFQ) or equivalent.with a Certificate in Training and Education (30 ECTS at level 9 on the NFQ) or equivalent.. Industry experience would be a benefit but is not a requirement.

Learners also benefit from the support of the programme Director, programme administrator, learner representative and the Student Union and Counselling Service.

Module Assessment Strategy

The assignments constitute the overall grade achieved, and are based on each individual learner's work. The continuous assessments provide for ongoing feedback to the learner and relates to the module curriculum.

No.	Description	MIMLOs	Weighting
1	Organise and structure learner effort required over first semester Monitor progress on work breakdown structure which learner will make available on ePortfolio	1, 2,4, 5	25%
2	Using collaborative tools and techniques, research topic assigned to group	3, 4, 5, 6	25%
3	Produce a short academically robust written piece outlining research findings from assignment 2. Present to peers using appropriate presentation tools and techniques.	2,3, 4, 6,	25%
4	Using a variety of psychometric tests, evaluate and reflect on learning style; personality type; and group role preferences. Record evaluation on ePortfolio	3, 4, 5	25%

All repeat work is capped at 40%.

Sample assessment materials

Note: All assignment briefs are subject to change in order to maintain current content.

Effective Learning & Development
Assessment part A
Getting ready for College

Please complete the following <u>tasks over the first 4 weeks of term</u>.

This assessment is worth 35% of this module.

There is a section on Moodle called Assessment Details.

Upload this assessment to the link there entitled

 <u>Assessment Submission Part A</u>.

Normal late penalties will apply as per the faculty regulations.

All required readings etc are on Moodle.

Read the PDF documents on reflective writing before you begin.

COMPLETE ALL TASKS

Tasks	Details	Worth
Task one	Log onto Moodle and upload 1. A picture of yourself 2. Introduce yourself using the discussion forum. In your introduction please say why you have chosen to study for this degree and what you hope to achieve this year. I will introduce myself first so you just reply to my main and post your introduction.	5%
Task Two	Log onto Moodle • Choose a questionnaire on Moodle [VAK or Felder-Solomon or both } complete it\them, read the commentary on your own learning style and then complete the following 3 things. {500 words approximately in total for this section} 1. A Self-reflection piece discussing your own strengths and weaknesses as a learner, drawing on the results of the questionnaire. Read the handout on reflective writing before you begin. You could also write something here on learning styles in general. {there is lots written on this topic}. Give examples from your own experience of learning in the past to support your answer. Make	20%

	sure to reference any material you use here. {see referencing video on Moodle}	
	2. The strategies you are putting in place or have put in place, to become a more effective learner. Give examples. Use the results of the questionnaires to support your work.	
	3. Add a mind map here of your learning style STRENGTHS AND WEAKNESSES and how you can use this information to improve your learning throughout the semester. {There is a video on Moodle with links to various free online mindmap applications. Take a screen shot of your mindmap and paste it into the word document, links often do not open }	
Task **Three**	• Complete the Time Management Personal Time Assessment questionnaire and write a brief note [200 words] on the areas that need improvement. Set some goals, which are SMART goals. • Then complete the Time Management, Time Flies timetable shading all the hours that you are at classes. For the rest of the hours show when you plan to study, work {paid work}, leisure etc. You may find that you can easily fit in your study between classes or early in the morning/lunch time and have lots of time for other activities!	10%

Note:

For this assignment you need to upload **ONE word document** with the following items on it. Ensure you have the assignment coversheet attached to your assignment. Sometimes it is easier to download the coversheet and then add the assignment below it. The coversheet is available on the faculty homepage.

1. Reflective piece on your preferred learning style answering the questions asked above and an image of your mindmap (500 words, state word count on your document).

2. A piece on your time management based on completing the questionnaire, also state what your goals are (200 words, state the word count on your document).

3. The completed timetable of your typical week.

You also need to upload your picture and give an introduction on Moodle.

Please read the above and ask me any questions you may have either in class or via the forum.

Marking rubric	Suggested requirements
Excellent assessment	All requirements completed and submitted correctly and on time.
	Work flows smoothly and has linkage between ideas.
	Reflections of your learning are insightful. Learning tasks demonstrate full comprehension of the subject and shows thought.
	Reading and links to research evident. Excellent spelling and grammar.
	References excellent.
Good Assessment	You have partially achieved the excellent criteria but have in some way omitted some aspects or failed to give sufficient evidence that you fully understand the brief.
Fail	Incomplete in many aspects, no sense of engaging with this activity, a sense that the assessment was rushed and not fully understood.

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Assessment part B

Please complete the following tasks over the next few weeks.
This assessment is worth 45% of this module.

Upload this assessment to the link on Moodle entitled Assessment Submission part B.

Normal late penalties will apply as per the faculty regulations.

All required readings etc are on Moodle.
Read the PDF documents on Reflective Writing and Critical Analysis before you begin.

Please Complete All Tasks

Tasks	Details	Worth
Task one	**Critical thinking on Information Sources**	15%
	The purpose of this task is to help you become familiar with referencing, researching and being aware of the need to be critical in your writing. There is a good document on Moodle called 'Critical thinking, So what does that really mean?" which you should read before you start this task.	
	1. Choose a written assignment you need to complete over the next few weeks [if you are exempt from the modules that require a written assignment you may use any other piece of research you need to carry out or answer the questions below saying what you would do].	
	2. Watch the video on Moodle prepared by Robert, our librarian, on how to assess research sources. I have also brought together some fact sheets, which are included in the folder below the video, which you might dip into.	
	3. Then, write 400 words on the process you used to find and select information sources for your college work. Your writing should be reflective,	
	Read the hand-out on reflective writing which has a nice piece at the back which leads you through the reflective writing process. I have uploaded this again in the folder below.	
	Your submission should include:	
	• How you know an author is knowledgeable	
	• How you know information is reliable	
	• How you cite sources in college work	

	• Possible issues a source may have {example out of date etc} • Give examples to back up these points *The list above is not a series of headings but merely prompts to help you.* 4. Finally prepare a mind-map illustrating the main points from your 400 words and insert it into your word document.	
Task Two	**Team Work** *This task looks at teamwork and the positions people often assume within teams. When doing this task you may consider any teamwork you have been involved in, be it a team assessment in college, tutorial teamwork, or just study groups.* 1. Complete the Belbin Questionnaire and read the information concerning the different team roles. 2. Write a reflective piece on the type of team player you are and how you can use the information you have learnt from the questionnaire to become a better team player. (300 words) 3. Read both of the articles I have posted on Moodle ['Always rely on a team, not individuals' and 'Why teams don't work'] and write a 400 word critique of what you read. Be careful not to just summarise the articles. Read the hand out on Critical Analysis again, paying particular attention to the difference between descriptive and critical writing. I suggest you read both articles initially then think about the essence of each before writing anything. Hopefully two or three points will resonate with you and you can then use these points as the foundation of the 400 words. With 400 words you need to be selective about what you write. This is a skill, which will become very useful as you progress through college.	15%
Task Three	**Inspiring Talks** This task should be nice and enjoyable. I want you to think of a person/topic/area of interest, something that inspires you. 1. Look up https://www.ted.com/talks[4] and find a video which you find interesting.This should relate to your area of study or your progress as a learner. 2. Add the link to the Moodle forum which I have already started. I have uploaded a nice short video which you could look at first to get some idea	15%

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[4] Last accessed 24/07/2018

	of what I mean, however, feel free to choose any video you want from https://www.ted.com/talks[5] .	
	3. Be aware as always that the videos will be viewed by your class so do not post anything which may be offensive to anyone.	
	You need to also write a few lines on the forum as you upload the video explaining why you have chosen this video.	
	I also would like you to reply to a video uploaded by one of your class mates, in your reply add something to the discourse on that video which was started by the person that uploaded it.	
	Note the video will not appear immediately, it only appears after you have saved the post. I will upload a short video showing you how to upload a video to the forum.	

Note:

For this assignment you need to upload ONE word document. Students find it easier to download the coversheet from Moodle and then add the assignment to it.

Please read the above and ask me any questions you may have either in class or via the forum.

Marking rubric	Suggested requirements
Excellent assessment	All requirements completed and submitted correctly and on time. Work flows smoothly and has linkage between ideas. Reflections of your learning are insightful. Learning tasks demonstrate full comprehension of the subject and shows thought. Reading and links to research evident. Excellent spelling and grammar. References excellent.
Good Assessment	You have partially achieved the excellent criteria but have in some way omitted some aspects or failed to give sufficient evidence that you fully understand the brief

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[5] Last accessed 24/07/2018

Fail	Incomplete in many aspects, no sense of engaging with this activity, a sense that the assessment was rushed and not fully understood.

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Assignment part C

This is worth 20%

Presentation

This assessment is worth 20% of this module.

This assessment is 'a presentation' of sorts…..

I want you to prepare a presentation and using "record slideshow' talk through your slides (details below) and upload this to the class forum entitled "My Personal Journey."

You also need to upload the actual slides to the assessment link part C so the external examiner can look at them. If you convert them to a PDF you can upload them more easily.

There is a short video on Moodle giving a demo.

COMPLETE ALL TASKS

Task	Details	Worth
Task	1. This assignment is a presentation done online. See Moodle for demo 2. You need to prepare a short presentation about 3 minutes maximum [think quality not quantity]. DETAILS 3. I want you to think about two or three things/events that really impacted upon you during your first semester in college. 4. Think of the impact this had on you as a learner. {Example: You discovered that when you prepared mind maps of your notes they made more sense},	**20 %**

5. Do some research to link your experience with the theory {for example one of the main people that discusses mind maps is http://www.tonybuzan.com/about/mind-mapping/ [6]}

6. Finally, prepare three power-point slides using only images[no text] and one slide detailing the references you used. So 4 slides in total (Just one or two references is sufficient)

7. These images should reflect what you are saying.

8. Talk through these using the "Record slideshow" option on Power-Point and then save the presentation and add to the forum I have created entitled "My personal journey" on your Moodle page. Reply to my post or start your own discussion.

9. Remember to also save the presentation as a powerpoint and upload it to the Assessment Part C link in the assessment section of Moodle.

Note:

Marking rubric	Suggested requirements
Excellent assessment	• Your presentation is interesting and you have clearly linked the theory with your experience. • The images have been chosen well and reflect what you are saying. • You present in a confident and fluent manner, engaging the audience.
Good Assessment	• You have partially achieved the excellent criteria but have in some way omitted some aspects or failed to give sufficient evidence that you fully understand the brief.

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[6] Last accessed 24/07/2018

Fail	• Incomplete in many aspects, no sense of engaging with this activity, a sense that the assessment was rushed and not fully understood. No effort made to find good images.