

Document Name and Version	Policy 11.5 Incorporating Digital Technology into the Curriculum
Policy Number	11.5
Approval Body	Academic Council
Date of Approval	September 2020
Date Policy Comes into Force	25 th January 2021
Date of Review	2025
Revisions	

1. Introduction

- 1.1. Technology-enhanced learning approaches combine technology-related and face-to-face teaching and learning activities. IICP College is committed to incorporating digital technology into the curriculum in order to enrich the quality of the learner learning experience through interactive learning activities beyond those attainable through face-to-face classroom interactions alone.
- 1.2. Digital technology use in College programmes is aimed at finding better ways of supporting learners in achieving the learning objectives, and providing them with the best possible learning and teaching experiences. It is also about supporting faculty and staff in their role. This includes the management and administration of programmes and modules.
- 1.3. IICP College is committed to enhancing student experience and the quality of its programmes through the use of digital technology, where this does not directly contravene a condition of validation. While the College recognises a continuum of technology use, it distinguishes between Tier 1 designs, which incorporate technology into F2F programmes, and Tier 2, blended learning, which makes significant use of technology and reduces F2F contact.

2. Scope

2.1. This policy applies to all core programmes in IICP College.

3. Purpose

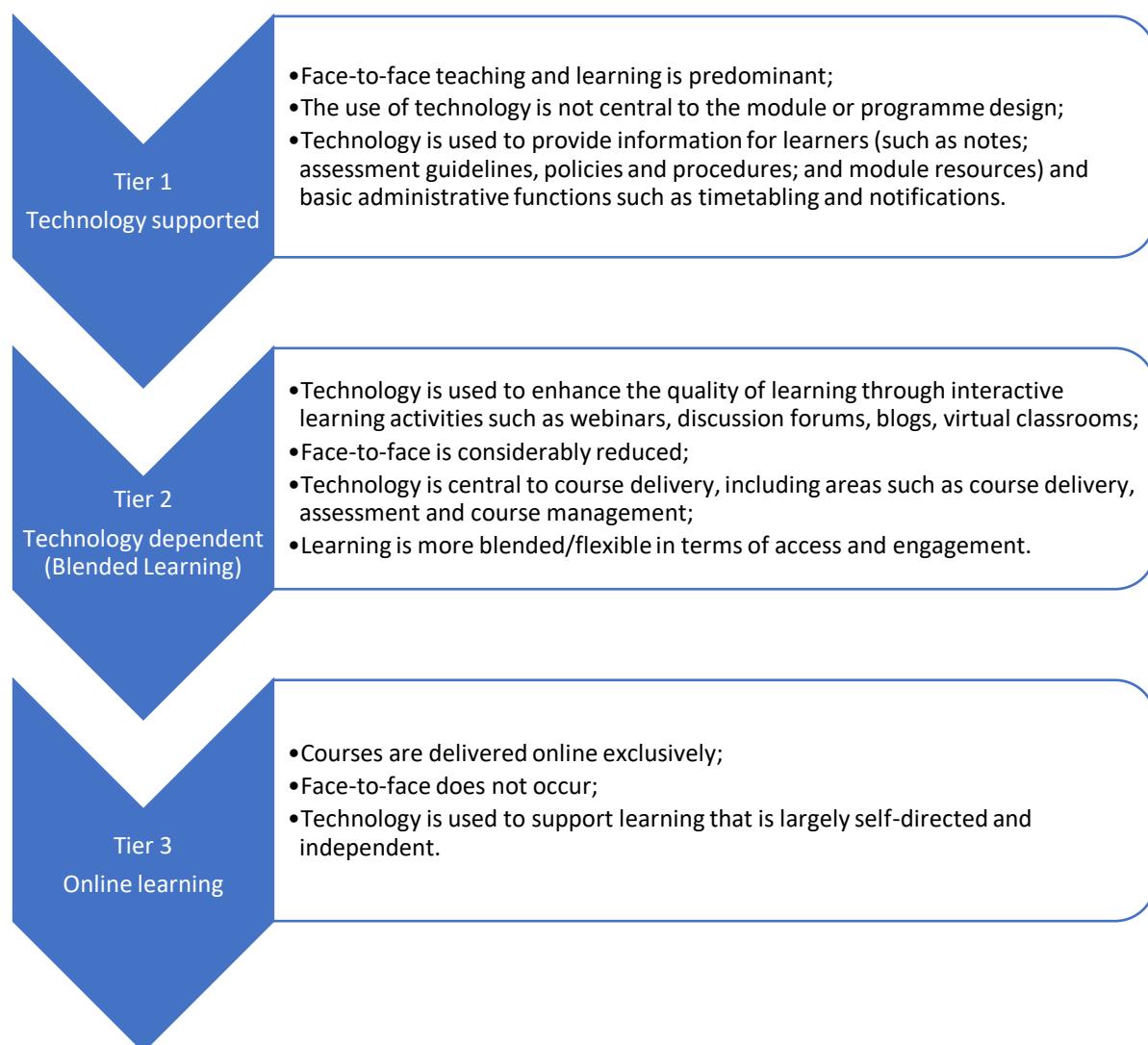
3.1. This policy provides the policies, procedures and practices that govern and guide the use Technology Enhanced Learning in IICP College.

4. IICP College Vision for Technology-Enhanced Learning [TEL]

4.1. TEL can be visualised as a continuum moving from technology use in traditional face-to-face (F2F) learning, to a more flexible, blended approach which makes significant use of technology and reduces F2F contact, on to a fully online approach which is entirely dependent on technology. This tiered continuum is illustrated in Figure 1.

4.2. IICP College provides Tier 1 and Tier 2 programmes. The College does not provide Tier 3 accredited programmes.

Figure 1: The continuum of technology-enhanced learning



5. Tier 1: Technology-Enhanced Learning

5.1. Technology-enhanced learning occurs when technology is used as an addition to F2F, in order to support communication and collaboration, assessment, learner record keeping and the management of a programme or module. Unlike Tier 2 (blended learning), in Tier 1 technology adds to rather than replaces F2F learning.

5.2. One example of TEL is a Virtual Learning Environment [VLE]. A VLE, Moodle, is used in all IICP College core programmes to promote learner engagement, collaboration and active learning.

5.3. VLE is one form of technology-enhanced F2F learning. Other examples include:

- Using an online collaborative workspace to develop documents, posters and projects.
- Distance instructions and communication provided by teachers to complement F2F teaching. This may be synchronous – that is, available in real time – or asynchronous – available in the learner’s own time. Synchronous learning involves instant communication such as webinars and online meetings. Asynchronous learning involves coursework delivered via web, email and message boards that are then posted on online forums. Synchronous learning allows for instant communication between the teacher and the learners. Asynchronous learning allows for learning to be self-paced. Examples of the two types include:
 - Synchronous learning: Delivering a lecture to on-campus and off-campus learners simultaneously using an online virtual classroom tool. This brings together different learner groups in one classroom, creating ease of access for learners and reducing lecturer workload.
 - Asynchronous learning: Recording a lecture which is then posted to Moodle.

5.4. Learners and staff are provided with training and support in the use and application of eLearning tools.

5.5. Virtual Learning Environment: Protocols

5.5.1. Moodle is a Virtual Learning Environment (VLE), a software package designed to help educators create quality courses and manage learner outcomes.

5.5.2. IICP College has in place a service level agreement with a Moodle partner that hosts and manages the College VLE. This agreement ensures (i) GDPR compliance by the Moodle partner, (ii) a guarantee of uptime of at least 99.7%, and (iii) 24x7 availability.

5.5.3. Lecturers assigned to deliver and assess modules are required to make certain course materials available to their learners via Moodle. All course material uploaded to Moodle is subject to review.

- 5.5.4. The College is not responsible for unexpected downtime of the Virtual Learning Environment. The users will, where possible, be informed in advance of any scheduled downtime.
- 5.5.5. The College reserves the right to monitor user activity. The College reserves the right to review, move or delete material at its own discretion, including postings to discussion boards, bulletin boards and chat rooms, which it considers to be in breach of the terms and conditions of use.
- 5.5.6. The College archives and destroys VLE material in accordance with its DP policies, and its Archiving of VLE Material Policy.
- 5.5.7. Loss of data due to interruptions in internet service is not the responsibility of the College.
- 5.5.8. The College is not responsible for loss of data caused by a computer or electronic virus. It is the responsibility of the user to implement procedures for backing up data and virus checking.
- 5.5.9. The College will not be responsible for links posted by users in its system or using its online tools

5.6. Archiving of VLE material

- 5.6.1. All materials stored in Moodle sites will be considered active and dynamic for the duration of the academic year during which the module runs. While the module is active, the College, instructors and learners will have access to participate in collaborative work, submit work for assessment, and contribute to communication forums.
- 5.6.2. It is the responsibility of all learners to retain and store all their assessments, assessment feedback and course work. At the end of the academic year, learners will no longer have access to that year's Moodle site, and a phased process of destruction of Moodle data will begin.
 - 5.6.2.1. Special conditions apply to Master's dissertations. Please see QAM Policy 3.11 Policy and Procedure on Dissertation Publication and Dissemination in relation to the management of Master's dissertations.
 - 5.6.2.2. Assessment feedback by lecturers is the property and responsibility of the College.

5.6.2.3. Archiving and destruction occurs in accordance with IICP College's Data Protection policies.

6. Tier 2: Blended Learning

6.1. Tier 2 (blended learning) occurs when technology replaces rather than purely adds to F2F learning.

6.1.1. Blended learning is more than adding technology to a classroom. In blended learning the combination of F2F and online learning enriches the quality of the learner learning experience through interrelating different learning activities. The design is therefore a central focus of blended learning. The design articulates how both modes of learning relate to each other and to the teaching and learning objectives of the programme.

6.1.2. Blended learning blends face-to-face and online learning into a unified programme. It also provides possibilities for blending other elements of programme design, such as when, where and by whom learning activities will occur. Some examples include:

6.1.2.1. Time can be blended – a programme can include fixed-time face-to-face learning, fixed-time online learning (synchronous eLearning, such as webinars), flexible-time online learning (asynchronous learning, such as recorded lectures).

6.1.2.2. Location can be blended – supervision and study groups can take place on-campus; lectures, tutorials and information sessions can take place online.

6.1.2.3. People can be blended (virtual classroom attendance can include different learner cohorts; recorded lectures, particularly in specialised areas of expertise, can be used in different programmes).

6.1.2.4. Resources and activities can be blended. Online activities and texts can be used as well as or instead of textbooks; shared VLE can be used to share communication of and about different resources.

6.2. IICP College recognises the specific responsibilities of providers regarding the quality assurance of Blended Learning Programmes and related services. Policies and

procedures for IICP College F2F programmes are complemented by specific strategies policies and procedures for Blended Learning Environments. These are:

- 6.2.1. Blended Learning Strategic Plan (Policy 11.1)
- 6.2.2. Blended Learning Policy (Policy 11.2)
- 6.2.3. Blended Learning: Technology-Enabled Assessment Policy (Policy 11.3)
- 6.2.4. Ethics of VLE usage in Blended Learning Programmes (Policy 11.4)
- 6.2.5. Incorporating Digital Technology into the Curriculum (Policy 11.5)
- 6.2.6. These policies are supplemented by an Institutional Blended Learning Strategy that provides for
 - 6.2.6.1.1. Appropriate investment in specialist, reliable and accessible information technology (IT), administrative systems and infrastructure;
 - 6.2.6.1.2. A planned approach to the procurement and maintenance of infrastructure and technical support for Blended Learning Programmes.

6.3. Blended Learning: Protocols

- 6.3.1. All Blended Learning Programmes use Moodle as their VLE. Consequently, the protocols for blended learning add to and enhance the protocols for VLE (Section 5.5; Section 5.6).
- 6.3.2. The College ensures, in so far as is reasonable, a consistent, reliable and scalable IT infrastructure, together with a range of learning resources and software, appropriate to blended learning delivery.
- 6.3.3. Learners and staff will have opportunities to evaluate the quality of support provided.
- 6.3.4. Recognition is given to staff in terms of time, consistent with the level of technology-enhanced activities being implemented. Such recognition offers opportunities for professional development in digital skills, sharing of resources and contribution to the scholarship of eLearning and e-pedagogy¹.

¹ Of particular value in this area is The National Forum for the Enhancement of Teaching and Learning in Higher Education course on Digital Skills in Higher Education, available here: <http://www.allaboardhe.ie/>

6.3.5. Contact time is defined as direct interaction between teaching staff and students. This may be traditional classroom-based face-to-face contact, live online classes, chat rooms, discussion groups or email discussions.

6.4. Blended Learning Design

6.4.1. Programme designers in Blended Learning Programmes need to be aware of and competent with available technological tools and contemporary pedagogies to effectively select and design the programme in a way that enhances the desired learning outcomes. Subject-specific scholarship must inform the pedagogy and instructional design.

6.4.2. In making choices for blended learning approaches, programme boards and programme design teams need to consider a whole-course approach. Decisions on the choice of blended learning approach should take into account:

6.4.2.1. The range of available technologies and traditional approaches that are most appropriate to the required learning outcomes.

6.4.2.2. The learning need and selection of the most appropriate learning design to build an effective learning context that motivates learners and links learner learning to the real world.

6.4.2.3. The requirement that teaching, learning and assessment practices are accessible to all learners.

6.4.2.4. Where virtual learning environments are used to replace face-to-face activities, this should ensure equivalence of learning experience – that is, it must be planned to ensure that learners have equivalent learning experiences regardless of the delivery mode.

6.4.2.5. All online delivery options should take into account the availability, accessibility and quality of the learning resources, materials and delivery mechanisms, such as the availability of library resources.

6.4.2.6. All online delivery modes incorporate some internal delivery, and therefore all attendance requirements should be made clear on all promotional and induction material.

6.4.3. Learning resources, materials and delivery mechanisms used in blended and online environment need particular attention. The College has developed

standards for learning resources, materials and delivery mechanisms, set out in policy 11.2 section 8.2, which should be used in the design, monitoring and review of Blended Learning programmes and modules. Online learning resources, materials and delivery mechanisms should be subject to informed peer review prior to their use. Peer review should be integrated into programme and module monitoring and review. Peer review should address quality standards, academic content, pedagogic approach, and accessibility.

- 6.4.4. Design for assessment needs particular attention in an online environment. Assessment methodologies need to demonstrate how they effectively build toward achievement of module and programme learning outcomes. Technological tools for assessment need to be carefully selected based on their ability to support learning. Assessment design should continue to comply with assessment policy, programme schedules and the Blended Learning: Technology-Enabled Assessment Policy.