MASTERS IN TECHNOLOGY LEARNING INNOVATION AND CHANGE PROGRAMME – MODULES
MATLIC 1: Understanding Change and the Innovative use of Technology: Debates and Practices

1. **Aims**

   To develop knowledge and understanding of the process of change in the context of individual and organisational practices and to ensure students both understand and can critique new technological developments which can facilitate this in light of their innovative qualities, cost factors, and the infrastructural and human resource supports needed to implement them.

2. **Learning Outcomes**

   At the end of the module, the participant should:

   - Demonstrate their understanding of the theories of change and their application in real life situations and workplace contexts.
   - Critically evaluate the use of technology in light of it’s capability to support change.
   - Research current technological developments in light of their suitability for various workplace and learning environments.
   - Engage and critique the concept of innovation.
   - Critically evaluate the extent to which the presentation of their arguments and findings in written format are in keeping with the rigour of academic writing.

3. **Indicative Content**

   **Change and Innovation:**
   - Global trends and new thinking on change
   - Change techniques
   - Innovation
   - Innovation and change
   - Resistance to change and the politics of change
   - Philosophy of organisational development
   - Organisational cultures and structures

   **New Technological developments:**
   - New technological devices
   - New communication means and modes
   - Web technologies
   - Data storage and data display
   - Multimedia

4. **Learning and Teaching Strategies**

   The learning and teaching strategies will be varied and include, lectures, skills workshops, supervision of professional work contexts, e-learning, individual tutorial support and small group seminars.
5. **Directed Study Time and Independent Learning**
   This will be used to provide course members with additional planned opportunities to integrate and reflect upon both professional and College-based experiences. It is expected that significant Independent Learning may take place in relation to participants’ professional contexts, e.g. in relation to the critical evaluation of work activities, documentation to be used in Workshop activities during supported learning time, or as the basis for assessment tasks. Thus, the overall Teaching and Learning Strategy for the unit builds upon an input, experience, reflection model, which also informs other modules in the MA programme.

6. **Tutorials**
   Small group tutorials will take place throughout the module where the dialogue will be more focussed on the learning outcomes.

7. **Forms and Examples of Assessment**
   Written assessment

8. **Bibliography**

   **Suggested Reading**

   *Change and Innovation:*


**New Technological developments**


Masters in Technology Learning Innovation and Change Programme – Modules

MATLIC 2: Technology, Innovation and Changing Practices

1. Aims
That students demonstrate their understanding of how the innovative use of technology can facilitate changing practices by highlighting the implications of introducing new innovative approaches or new technologies for both the end user and for the larger system/organisation where this occurs in light of the infrastructures and resources needed to support this.

2. Learning Outcomes
At the end of the module, the participant should:

- Demonstrate their understanding of the infrastructures which support technological use and of how applications and software work in light of human engagement and within the broader technological structures.
- Design and critique an innovative use of technology.
- Critically evaluate the presentation of their work to their peers in light of structure, content, functionality of technology and engagement.

3. Indicative Content
- **Technology; Infrastructure, systems and hardware**
  - Introduction to Networks and Operating systems
  - Understanding infrastructure
  - Information Systems Framework
  - Introduction to networks

- **Presentation skills**
  - Presenting in professional contexts

- **Technology; Applications and software**
  - Introduction to the Web
  - System and User Interaction development
  - Virtual environments
  - Multimedia

- **Innovative use of technology:**
  - Project work which utilises a hands-on approach to develop and critique new technological developments

4. Learning and Teaching Strategies
The learning and teaching strategies will be varied and include, lectures, skills workshops, supervision of professional work contexts, e-learning, individual tutorial support and small group seminars.
5. **Directed Study Time and Independent Learning**

This will be used to provide course members with additional planned opportunities to integrate and reflect upon both professional and College-based experiences. It is expected that significant Independent Learning may take place in relation to participants’ professional contexts, e.g. in relation to the critical evaluation of work activities, documentation to be used in Workshop activities during supported learning time, or as the basis for assessment tasks. Thus, the overall Teaching and Learning Strategy for the unit builds upon an input, experience, reflection model, which also informs other modules in the MA programme.

6. **Tutorials**

Small group tutorials will take place throughout the module where the dialogue will be more focussed on the learning outcomes.

7. **Forms and Examples of Assessment**

- Written assignment/s and class presentation.

8. **Bibliography**

**Suggested Reading**

*Technology; Infrastructure, systems and hardware*


**Technology; Applications and software**


**Innovative use of technology:**


1. **Aims**
To ensure students have an in depth understanding of the various learning theories that inform our understanding of how people learn in a variety of contexts such as formal educational settings, the workplace and in the broader community and an understanding of research principles and processes with a view to engaging with how these theories can inform the innovative use of technologies to enhance learning in a wide variety of social and environmental contexts and to meet the needs of an organisation or individual.

2. **Learning outcomes**
On successful completion of this module, participants should be able to:

- Discuss and debate the various theories of learning and their application in the context of the innovative use of technology in real life situations.
- Critique core concepts in relation to research principles and practices.
- Design and pilot a variety of research tools and critically evaluate research findings.
- Investigate and plan a strategy for carrying out a research project which aims to enhance learning through the innovative use of technology.

3. **Indicative Content**
- Educational theories and learning
- The contextual nature of learning
- Research principles
- Research design
- Research tools
- Analysis of data
- Writing up research.
- Research on technological developments and learning

4. **Learning and Teaching Strategies**
The learning and teaching strategies will be varied and include, lectures, skills workshops, supervision of professional work contexts, e-learning, individual tutorial support and small group seminars.

5. **Directed Study Time and Independent Learning**
This will be used to provide course members with additional planned opportunities to integrate and reflect upon both professional and College-based experiences. It is expected that significant Independent Learning may take place in relation to participants’ professional contexts, e.g. in relation to the critical evaluation of work activities, documentation to be used in Workshop activities during supported learning time, or as the basis for assessment tasks. Thus, the overall Teaching and Learning Strategy for the unit builds upon an input, experience, reflection model, which also informs other modules in the MA programme.
6. **Tutorials**
   Small group tutorials will take place throughout the module where the dialogue will be more focussed on the learning outcomes.

7. **Forms and Examples of Assessment -**
   Written assignment/s and class presentation.

8. **Bibliography**

**Suggested Reading**


MASTERS IN TECHNOLOGY LEARNING INNOVATION AND CHANGE PROGRAMME – MODULES

MATLIC 4: Implementing the innovative use of technology to facilitate change and enhance learning

1. **Aims**
   To ensure the student through the active engagement with research, meets an identified need of an individual or organisation/group by implementing the innovative use of technology to support change and/or enhanced learning and can provide documentary evidence, in keeping with academic rigour to support this.

2. **Learning Outcomes**
   On completion of the programme a successful student will be able to show that he/she can:
   - Design and implement a research project which involves the innovative use of technology.
   - Demonstrate their understanding and application of the theories on change, innovation, learning and technological developments.
   - Engage critically with literature and research with a view to informing their own practices.

3. **Indicative Content**
   - Preparation for work placement and research project
   - Engaging with writing for different audiences
   - Writing your dissertation
   - Data analysis

4. **Learning and Teaching Strategies**
   The learning and teaching strategies will be varied and include, lectures, skills workshops, supervision of professional work contexts, e-learning, individual tutorial support and small group seminars.

5. **Directed Study Time and Independent Learning**
   This will be used to provide course members with additional planned opportunities to integrate and reflect upon both professional and College-based experiences. It is expected that significant Independent Learning may take place in relation to participants’ professional contexts, e.g. in relation to the critical evaluation of work activities, documentation to be used in Workshop activities during supported learning time, or as the basis for assessment tasks. Thus, the overall Teaching and Learning Strategy for the unit builds upon an input, experience, reflection model, which also informs other modules in the MA programme.

6. **Tutorials**
   Small group tutorials will take place throughout the module where the dialogue will be more focussed on the learning outcomes.
7. **Forms and Examples of Assessment**
   Dissertation

8. **Bibliography**

   **Suggested Reading**


