

Academic and Digital Skills

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| Module title | | | | | | | |
| Academic & Digital Skills | | | | | | | |
| Module NFQ level (only if an NFQ level can be demonstrated) | | Module number / reference | | ECTS Value | | Duration | |
| 8 | | | | 5 | | 12 weeks | |
| Parent programme(s) . Principal programme title, and embedded(s) if relevant | | | | Stage of parent programme | | Semester No. | |
| BA (Honours) in Psychology | | | | 1 | | 1 | |
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| Teaching and Learning modes | | Proportion (% of Total Directed Learning) | | | | | |
| Classroom / Face to Face | | 22.4% | | | | | |
| Workplace | | | | | | | |
| Online | | | | | | | |
| Other (Identify) | | 77.6% Independent Learning | | | | | |
| Entry requirements (statement of knowledge, skill and competence) | | | | | | | |
| The entry requirements, as set out in Section 4, must be satisfied for entry onto the programme. | | | | | | | |
| Maximum number of learners per instance of the module | | 40 | | | | | |
| Average (over the duration of the module) of the contact hours per week | | 2.33 | | | | | |
| Pre-requisite module title(s) (if any) | | | | | | | |
| Co-requisite module title(s) (if any) | | | | | | | |
| Is this a capstone module? (Yes or No) | | No | | | | | |
| Module-specific physical resources and support required per centre (or instance of the module) | | | | | | | |
| Lecture Hall with projector, round tables and access to internet and speakers Access to library for skills practice Access to PCs in library and IT Room for skills practice | | | | | | | |
| Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module. | | | | | | | |
| Role e.g. Tutor, Mentor etc. | | Qualifications & experience required: | | | | # of Staff with this profile (WTEs) | |
| Lecturer/Tutor | | Minimum level 9 or equivalent in the field to include digital literacy skills | | | | 100% | |
| Analysis of required learning effort | | | | | | | |
| | | | Hours of Learner effort | | | | |
| Classroom and demonstrations | Mentoring and small-group tutoring | Other (workshops) | Directed e-learning | Independent learning | Other (specify) | Work-based learning | Total effort |

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|-------|---------------------------------|-------|---------------------------------|-------|---------------------------------|--|----|--|--|-----|
| Hours | Minimum ratio teacher / learner | Hours | Minimum ratio teacher / learner | Hours | Minimum ratio teacher / learner | | | | | |
| 24 | 1:10 | | | 4 | 1:10 | | 97 | | | 125 |

| Allocation of Marks | | | | | |
|-------------------------|-----------------------|--------------------|---------------------------|------------------------|-------|
| | Continuous Assessment | Supervised Project | Proctored Practical Exam. | Proctored Written Exam | Total |
| Percentage Contribution | 100% | | | | 100% |

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| Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs | Building on the College induction programme for new entrants, this module is intended to support Stage 1 undergraduate learners in making a successful personal and academic transition to a higher education learning environment. In line with our 'settle, stay and succeed' focus for learner supports, it provides an introduction to the academic and digital skills which underpin the independent learning and research abilities required by programme modules. |
| Module Aims and Objectives | This module aims to introduce learners to the expectations and conventions of a higher education learning environment and to enhance their personal effectiveness as learners. Through the development of key academic and digital skills, an independent and reflective approach to learning is encouraged which will enable the learner to confidently manage their academic coursework at degree level. The practical aspects of this module will enable learners to explore effective learning strategies and improve their ability to use the library catalogue and digital resources to find, evaluate and use information appropriately. |
| Minimum Intended Module Learning Outcomes | On successful completion of this module, learners should be able to: <ul style="list-style-type: none"> 1. Identify their preferred learning style(s) and techniques to enhance their learning. (MIPLO 7) 2. Employ effective strategies when using the library catalogue, electronic databases and digital resources to identify reliable and appropriate sources for programme coursework. (MIPLO 2, 4, 7) 3. Recognise the principles of academic integrity and use an appropriate referencing system. (MIPLO 4, 8) |
| Information Provided to Learners about the Module | College Prospectus specifies module name, stage and ECTS. College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms. Module Moodle page to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources. |

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| Module Content, Organisation and Structure | <ul style="list-style-type: none"> • Transitioning to a higher education learning environment <ul style="list-style-type: none"> ○ Preparing for effective learning at higher education ○ Managing and planning time ○ Introduction to the virtual learning environment (Moodle) ○ Using the library catalogue • Learning to learn <ul style="list-style-type: none"> ○ Understanding learning ○ Active and passive approaches to learning ○ Learning styles, preferences and techniques ○ Developing a personal learning plan • Introducing writing skills <ul style="list-style-type: none"> ○ Basic requirements of academic writing ○ Formatting of academic assignments and stylistic conventions ○ Understanding the principles of academic integrity ○ Application of appropriate referencing system • Researching with confidence <ul style="list-style-type: none"> ○ Digital wellbeing and safety ○ Online searching and researching ○ Identifying and selecting relevant sources (books, journals, electronic databases and online sources) ○ Assessing and evaluating information – beginning to think critically <p>Module content is delivered via lectures, in-class group activities and guided discussion. Digital skills workshops for smaller groups complement lecture content and enable learners to engage practically with online searching and researching. Module content is available to learners via Moodle.</p> |
| Module Teaching and Learning (including formative assessment) Strategy | <p>The module teaching strategy is a combination of lectures and workshops. As this module is intended to support learners as they make the transition to a new learning environment, lectures are designed to be dynamic and encouraging of learner participation and engagement. Learner participation will include small group discussions, in-class guided activities and interactive presentations with opportunities for feedback and questions.</p> <p>Digital skills workshops for smaller groups complement larger group lectures and incorporate a practice-based element to enhance and inform module assessments. In order to make module content as accessible for learners as possible, all module materials are available on Moodle. Additional support for learners outside of class is freely available from the Academic Help desk in the library and the Digital Tools for Learning workshops offered by the Academic Resource Office.</p> |
| Work-Based Learning and Practice-Placement | N/A |
| E-Learning | The Virtual Learning Environment (Moodle) will be used to disseminate module material to learners and some assessment components will be integrated with the VLE. |
| Specifications for Module Staffing Requirements | Staff: Learner ratio is typical of the overall programme approach with a maximum of 40 learners. |

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| | <p>The maximum tutor: learner ratio is 20</p> <p>Staffing requirements: 1 lecturer and 1 workshop facilitator.</p> |
| <p>Module Summative Assessment Strategy</p> | <p>This module will be taught and assessed over one semester. Continuous assessment counts for 100% of the allocated marks for the module. In order to assist learners as they transition into third level, two formative online assessment opportunities (assessment for learning) are provided early in the module to enable learners to build confidence and settle into their new learning environment:</p> <ul style="list-style-type: none"> ○ Learning style(s) and techniques to enhance learning [MIMLO 1] ○ Library assessment [MIMLO 2] <p>A further assessment integrated with the VLE is completed later in the module:</p> <ul style="list-style-type: none"> ○ Academic integrity, referencing and citation assessment [MIMLO 3] 40% [an opportunity to complete a mock assessment with feedback prior to undertaking the marked assessment will be offered to learners] <p>Learners will submit a summative assessment (assessment of learning) at the end of the module:</p> <ul style="list-style-type: none"> ○ Annotated bibliography related to another mandatory module from their academic programme [MIMLO 2,3] 60% |
| <p>Sample Assessment Materials</p> | <p>(1) Guided library practical exercise: Small group exercise, Moodle quiz with feedback (individual submission). Dewey Decimal System, using College Online Heritage™ catalogue to locate material which appears as required reading for Stage 1 modules.</p> <p>(2) Preferred learning style and techniques to enhance learning: VARK questionnaire, identification of learning preference(s), techniques to suit personal learning style. Moodle exercise with feedback.</p> <p>(3) Academic integrity and Referencing and citation (40%): Moodle assessment with feedback.</p> <p>Annotated bibliography (60%): List of five citations to include books, journal articles and documents presented in the appropriate referencing format. Each citation is followed by a brief (approximately 150 words) descriptive and evaluative paragraph. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited.</p> |
| <p>Reading Lists and Other Information Resources</p> | <p>Essential Reading:</p> <p>American Psychological Association (2020). <i>Publication manual of the American Psychological Association</i> (7th ed.). New York: American Psychological Association.</p> <p>American Psychological Association (2020). <i>Concise guide to APA Style</i> (7th ed.). New York: American Psychological Association.</p> <p>Cottrell, S. (2019). <i>The Study Skills Handbook</i> (4th ed.). Hampshire: Palgrave Macmillan</p> <p>Cottrell, S. (2017). <i>Critical Thinking Skills: Developing Effective Analysis and Argument</i> (3rd ed.). Basingstoke: Palgrave Macmillan</p> |

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| | <p>Levin, P. (2009). <i>Write Great Essays</i> (2nd ed.). Maidenhead: Open University Press</p> <p>Moore, S., Neville, C., Murphy, M. and Connelly, C. (2010). <i>The Ultimate Study Skills Handbook</i>. Maidenhead: Open University Press</p> <p>Neville, C. (2016). <i>The Complete Guide to Referencing and Avoiding Plagiarism</i> (3rd ed.). London: Open University Press</p> <p>Other Reading:</p> <p>Burt, A. (2009). <i>Quick Solutions to Common Errors in English</i> (4th ed.). Oxford: How To Books</p> <p>Giuliano, T. (2020). <i>APA Style 7th edition: Common reference example guides</i>. Retrieved from: https://apastyle.apa.org/instructional-aids/reference-examples.pdf</p> <p>Peck, J. and Coyle, M. (2012). <i>The Learner's Guide to Writing: Spelling, Punctuation and Grammar</i> (3rd ed.). Hampshire: Palgrave Macmillan</p> <p>Essential Resources:</p> <p>All Aboard Digital Skills in Higher Education, 'Online Security Digital Badge' in <i>Identity and Wellbeing</i> <https://www.allaboardhe.ie/> [Accessed 02 November 2020]</p> <p>All Aboard Digital Skills in Higher Education, 'Online Identity Digital Badge' in <i>Identity and Wellbeing</i> <https://www.allaboardhe.ie/> [Accessed 02 November 2020]</p> <p>Recommended Viewing:</p> <p>Open University, <i>Being Digital: Skills for Life Online</i> <http://www.open.ac.uk/libraryservices/beingdigital/> [Accessed 02 November 2020]</p> <p>TEDx Talks, <i>The essential elements of digital literacies: Doug Belshaw at TEDxWarwick</i> (online video recording), YouTube, 22 March 2012, <https://www.youtube.com/watch?v=A8yQPoTcZ78> (Accessed 02 November 2020)</p> |
| <p>Module Physical Resource Requirements</p> | <p>Lecture Hall with projector, round tables and access to internet and speakers</p> <p>Access to library for skills practice</p> <p>Access to PCs in library and IT Room for skills practice</p> |