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Welcome

The MSc Computer Based Learning and Training is an exciting and challenging programme which is offered full-time over 1 year or part-time over two years. This handbook provides an overview of the programme, the structure of the programme and covers issues common to each of the modules.

This handbook should also be read in conjunction with:
The School of Education Handbook
The Advanced Programmes Handbook
Individual Module Handbooks (frequently electronic)

As the Programme Tutor, I have responsibility for the Programme as a whole. Apart from myself there are two other academic staff (Dr. John Woollard and Mr. Adrian Halnan) who have responsibility for specific modules on the programme. We also draw on other colleagues with appropriate expertise to support the programme.

I am sure you will find the MSc CBLT programme challenging, rewarding and useful.

Monty Paul
Programme Tutor MSc CBLT
Aims of the MSc CBLT Programme

- To provide you with knowledge and critical understanding that underpins CBLT;
- To provide you with knowledge and critical understanding of the application of learning theories and approaches to CBLT;
- To provide you with theoretical and research-based evidence to extend your knowledge and understanding and help you develop your own personal perspective on CBLT;
- To provide you with an awareness of appropriate research methods in the analysis of CBLT, of recent research findings and of current research issues and debates;
- To develop your skills of analysis and reflection upon relevant issues in CBLT in your own or intended professional environment.

Learning Outcomes

The distribution of learning outcomes for each module is detailed in the grid at the end of this section. You may be asked to identify and evidence how your studies and work has addressed these outcomes.

A) Knowledge and Understanding

Having successfully completed this programme you will be able to demonstrate knowledge and understanding of the following:

A1) General issues in education, including philosophy, policy and practice, in the context of CBLT;
A2) Alternative perspectives on the aims and purposes of CBLT;
A3) The contribution of CBLT to the broad education and training of individuals in schools, higher education, business, the professions and the public;
A4) The relationship between theory and practice in the field of CBLT;
A5) Appropriate research methods in the analysis of CBLT, of recent research findings and of current research issues and debates;
A6) The social, economic, ethical and moral impacts of technologies used by CBLT including the ethical issues within research in general.
**B) Subject Specific Intellectual skills**
Having successfully completed this programme you will be able to demonstrate:

B1) A critical awareness of the complexities of CBLT and research;
B2) An ability to critically assess the relationship between theory and practice in the field of CBLT;
B3) A well-developed ability to analyse CBLT materials in a systematic way;
B4) A well-developed ability to identify and critically reflect on knowledge aspects of IT and CBLT and their application;
B5) The ability to organise, and communicate CBLT matters in an informative manner particularly through e-communications.

**C) Transferable/general skills**
Having successfully completed this programme you will be able to:

C1) Organize and communicate your opinions and arguments about the current role and contexts of CBLT, in speech and writing using electronic presentation modes, showing confident use of specialist vocabulary;
C2) Use ICT competently, including a developed understanding of the use of; e-mail, the Internet, word-processing, html and ftp and the ability to judge where the use of ICT is not appropriate;
C3) Process and synthesise empirical and theoretical data, to present and justify your own personal perspective having drawn on relevant theoretical perspectives;
C4) Work independently, demonstrating initiative and self-management.

**D) Subject Specific Practical Skills**
It should be noted that this is not intended to be a programme that *trains* you in the use of specific software and or hardware. However, having successfully completed this programme you will be able to demonstrate:

D1) An ability to construct web pages which take account of the intended user(s) and issues of accessibility;
D2) An ability to evaluate, using an accepted methodology, CBLT materials;
D3) An ability use computer assisted assessment tools appropriately;
D4) An ability use a range of devices to support CBLT;
D5) An ability to author CBLT materials;
D6) An ability to utilise computer based research methods.
### Distribution of Learning Outcomes by Module

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### Teaching and Learning

**How the programme is structured**

There are two possible study routes which may be followed:

**Full-time Routes:**
A one year full-time programme consisting of six taught Modules - four during Semester 1, two Modules plus dissertation studies sessions during Semester 2.

**Part-time Routes:**
A two year part-time programme consisting of six taught Modules - two per semester for three semesters, followed by a semester of dissertation studies sessions.
### Modules of Study offered

<table>
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<tr>
<th>Semester 1A – October/December</th>
<th>PT Yr 1 and FT</th>
<th>EDUC6004</th>
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<td>PT Yr 1 and FT</td>
<td>EDUC6010</td>
<td>Multimedia Technologies for Learning</td>
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### Attendance

There is an expectation you will attend all taught sessions. Accepting that there can be circumstances where attendance is difficult a minimum attendance of 80% is required. You should note that if you are unable to meet this criterion you may have to repeat the module or to submit additional written work.

Full-time students should also note the statement concerning absence from the University in the Advanced Programmes handbook. This states that you are expected to be based in the University at all times during University Terms, and that requests for leave of absence during these periods will be granted only under exceptional and extenuating circumstances.

### Assessment

#### Module Assignments

You will be assessed on each of the modules studied (with the exception of Dissertation Studies). Normally on the CBLT programme your work will be submitted in a web format and this is posted on a password protected but public web site.

CBLT modules are assessed either by a practical assignment (e.g. page design, database construction) or an extended study (e.g. a review article of a selected topic) normally of 4000 words or equivalent. In addition there is one poster presentation and one electronic presentation which are assessed purely on a formative basis through tutor supported peer assessment.

You are expected to use an acknowledged referencing method and be consistent. Guidelines are provided in the Advanced Programmes handbook and also issued by Hartley Library. The Harvard system is commonly accepted.

It is advisable to bear in mind that the content of module assessments can help contribute to your dissertation in several ways:

- developing your thinking/ideas
- setting the scene for the dissertation
- rehearsing the arguments and discussions

You are strongly advised to take very careful but brief notes of the reference materials you consult, including where available, page numbers. You may consider it appropriate to establish a bibliographic record system. It is possible to use EndNote and Reference Manager bibliographic software on University of Southampton public workstations. (http://www.iss.soton.ac.uk/software/swpage.php?id=541) A Brief Guide to Using EndNote Bibliographic Software is available at: http://www.academic-skills.soton.ac.uk/develop.htm. In addition it is possible to register and use EndNote Web both on and off campus. With EndNote Web you can:

- Save references
- Organize & edit references
- Store up to 10,000 references
- Import data from many databases and OPACs
- Cite & format papers with bibliographies
- Create individual Bibliographies
- Organise references into folders
- Share Folders with other EndNote Web Users

Weak Assignments

Experience indicates that weak assignments and work that require to be resubmitted is least successful because it tends to:

- Lack a clear and coherent structure
- Lack a sufficiently well established argument
- Be over descriptive and insufficiently analytical
- Be written in too informal a style
- Not take sufficient notice of the marking criteria
- Using referencing styles inconsistently or not accurately
- Not supporting assertions and arguments with appropriate evidence

Stronger Assignments

- Establish a clear thesis statement. For example: Bloggs et. al. (2001) have suggested that desktop personal computers (PCs) will become extinct by 2020. This assignment
argues against Bloggs and presents a case for a continuing need for the traditional desktop PC.

- Explain rather than just describe the case.
- Show a balanced point of view highlighting both strengths and weaknesses.
- Examine methodology - is Bloggs method flawed?
- Show that a range of journals and books have been consulted
- Adopt an appropriate academic writing style. For example, personal pronouns are generally not used apart from the introduction and conclusion.
- Examine the assessment criteria carefully to establish what is required to gain the best grade profiles.

Assessment and Marking

Details of Assessment and Marking are provided in the Advanced Programmes handbook. Other details are published on the CBLT website http://www.cblt.soton.ac.uk under ‘Assessment’

Assignment Submission

You are required to submit your work in an electronic form, capable of being viewed via the web, normally as web pages (html). Until such time as the examinations board meets, you are required to retain your own copy of your work as submitted plus a secure backup.

You are strongly encouraged to ensure that the html code is as clean as possible.

Common errors
Common errors include renaming of files and not adjusting hyperlink references; either using absolute web referencing or not or combining the two; not checking that hyperlinks function correctly; and forgetting to include all files.

Functionality Testing
You are strongly encouraged to use your University web space to test the functionality of your assignment. Be aware that testing on the PC where the files reside may not be sufficiently robust. For example, if you view a page where you have the local reference to C:\My Documents\My Pictures\images\my_logo2.gif that image will display, if you move to another PC it will be clear that the image is not loading correctly.

Compressed (Zipped) Format for attachments.
We have a strong preference for you to make your attachment a single compressed or zipped file. This is easily achieved in Windows XP (see Start > Help and support and search for ‘zipped compressed folder’). For earlier versions of Windows there are several freeware and shareware zipping utilities such 7-Zip

Normally each assignment and its supporting resources must not exceed 1.4MB.
There is a set process for submitting your work that must be followed; this is detailed on the cblt website at http://www.cblt.soton.ac.uk/submit/

Immediately after you have e-mailed your file you must alert the Postgraduate Programmes Office that you have attempted to submit your work. Access the web and point your browser to http://www.soton.ac.uk/~submitpg/submission/. Use the electronic form at that location and complete it according to the principles identified at http://www.cblt.soton.ac.uk/submit/

There are penalties if you do not submit your work on time.

**Citations, Referencing and Bibliography**

You are expected to use an acknowledged referencing method and be consistent. Guidelines are issued by Hartley Library and the Harvard system is commonly accepted. (see above Assessment: Overview)

You must be consistent in how you use and cite your references. Some basic rules include:

- Acknowledge all sources.
- Always cite the sources of ideas that you take from other writers and ensure that you do not reproduce extracts from works verbatim (or near verbatim) other than as marked and referenced quotations.
- Short quotations of less than about 25 words may be contained within the text in single inverted commas.
- Longer quotations should be indented without quotation marks.
- Ensure quotations are accurate.
- The reference for a discrete quotation needs to identify the specific page and the quote must be precise.
- Ensure a complete and comprehensive bibliography is included.
- Present your bibliography in alphabetical order by author

**Dissertation**

You will be allocated a dissertation supervisor normally drawn from the programme team and this is usually someone with a particular expertise in your chosen topic.

You have an opportunity to have regular tutorials with your dissertation supervisor. Your supervisor will help you decide on the specific topics for your dissertation, may suggest relevant reading materials and generally oversee the process. You are entitled and obliged to consult your supervisor on a regular basis throughout the dissertation period.

Draft chapters should be seen by and discussed with supervisors. **Supervisors are unable to 'pre-mark' your work.** You are advised to allow time for making amendments.
Your supervisor will normally work with you to identify a schedule of meetings (typically four) at the start of the dissertation period. Should progress prove slow or particularly difficult, you are strongly advised to contact your supervisor at the earliest opportunity to review the situation.

Dissertations are marked twice; firstly by the supervisor and secondly (blind) by another tutor.

**Presentation of Dissertations**

Details concerning how you are required to present your dissertation are provided in the Advanced Programmes handbook.

**Reading Advice**

If you carry out a search for Information Technology or Information and Communications Technology on the University of Southampton library catalogue 'WebCat' it returns in excess of 1000 records! Consequently the very brief list below is purely indicative and you are strongly encouraged to identify and share your own sources.

Some basic advice follows that is intended to illustrate some efficient and effective approaches to your academic reading. In general you are encouraged to refer to an appropriate balance of web based electronic resources, periodicals and books.

**Periodicals**

Both electronic copy and hard copy are available. From a study point of view there are several advantages of consulting periodicals:

- They provide recent perspectives which have been scrutinised by fellow academics.
- They present, in a relatively concise format, several papers by different authors.
- Each paper normally commences with an abstract which briefly summarises the key issues raised by the author.
- Each paper concludes with a summary and/or a set of clear conclusions.
- Each paper provides a useful bibliography.
- Several points of view and links to other sources can be accessed. It is therefore relatively quick method of collecting several points of view.
- They model an academic style of writing and presenting sources.

Some periodicals held in Hartley Library which may be of interest include:

- Computer journal
- Computer survey
- Computers UK: an annual survey of the computer industry in Britain
- Interactions: new visions of human-computer interaction
- Behaviour and information technology
- Ethics and information technology
- Information technology & public policy
- Journal of information technology
- Journal of Information Technology for Teacher Education (JITTE)
- Technology, pedagogy and education (formerly JITTE)

**Books**

For similar reasons to those noted above, if you identify books which form an edited collection of chapters you can quickly gain a range of perspectives and gain access to other bibliographic references. This is not to devalue the benefits of a carefully argued book, often you will get an indication of which books to consult through examining the authors in bibliographies and periodical references. Some CBLT book resources are located in ‘the bookcase’ near tutors’ offices.

**World Wide Web**

There is a considerable array of material available on the web. Unfortunately the range and scope of material is matched by the range and scope in its quality. Electronic material has to be judged for its validity, plausibility, integrity and bias.

**Ethical and Governance Issues**

You should take care to preserve the anonymity of those who participate in research as subjects. You should generally avoid naming individuals and institutions unless you have obtained appropriate permissions.

As a CBLT student you need to recognise and agree that your work may be posted and accessible by password to others via the World Wide Web. Consequently it is especially important for you to take appropriate measures to protect the identities of individuals, places and institutions and/or ensure you have obtained written permissions when required.

The School of Education has agreed guidance for students and staff who are conducting research on human subjects, and has produced ethics documentation to support students including a flowchart and an ethics checklist. This is available on the School of Education website: Current Students Post Graduate Students Student Noticeboard.

**Acceptable Use**

When you enrol and register as a student of the University you affirm that you will respect and adhere to the use of IT facilities in an acceptable manner. For additional information see ‘Other Regulations and Policies’ (http://www.southampton.ac.uk/isolutions/regs/other)
**Academic Integrity**

Where the work of others is drawn upon you will need to ensure that it has been properly acknowledged according to appropriate academic conventions. You must read the University’s 'Academic Integrity Statement for Students' and the related regulations. You need to be aware of the potential penalties which may be incurred for breaches of Academic Integrity (http://www.soton.ac.uk/~qahbk4/section2/desapprev2-3-2-9.htm). The relevant section of the policy states that:

> If it is suspected that a student has not worked with academic integrity and used any of the practices outlined in appendix 1 this will be investigated... If a student is found to have followed one of these practices there are a range of penalties which may be applied. These penalties will always affect the mark you receive for the piece of work in question... most serious cases could lead to a reduction in degree classification or even termination of programme. There is likely also to be an impact on any future reference written from your School.

**Evaluation**

The CBLT units are evaluated in several ways both formally and informally. We welcome your comments as part of a continuous process of programme and course improvement.

*Informal Evaluation*

Throughout the units and through discussions we monitor areas for development and or adjustment.

*Formal Evaluation*

Apart from the formal programme based Quality Assurance systems, individual units are formally evaluated. At the conclusion of each module you will have an opportunity to provide us with formal feedback based on the standard University Evaluation form.

*Other Evaluation*

You also have the opportunity to feedback to the CBLT Programme Boards via the student representative. The ‘Student Rep’ is normally appointed before the end of the first module.

**Please Note**

During this academic year the University is undergoing a major organisational restructuring, particularly involving those colleagues involved in the support and administration of teaching and research. Every effort has been made to ensure that the information included in this handbook is accurate. As and when any changes are known you will be informed as soon as possible.