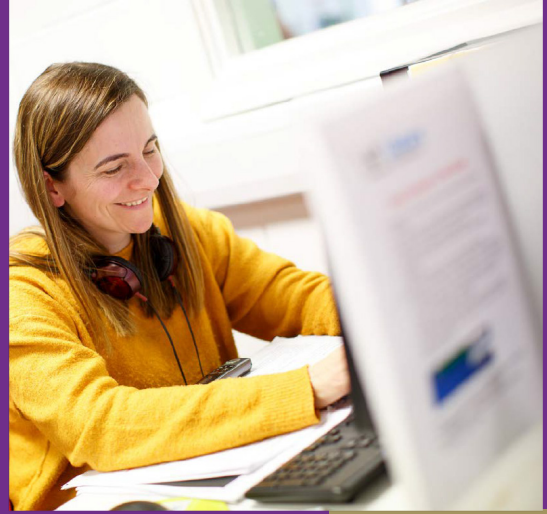




CIPD Centre for
Pedagogical Innovation and
Development



Certificate in Developing Practice in Learning, Teaching and Assessment Online

Level 9, 15 ECTS Credits



Delivery Mode: Blended.

Module Aim

The aim of this module is to provide educators with the necessary skills to develop and implement a module for the online/blended environment. The module will be informed by relevant literature in online/blended learning, teaching and assessment and will comprise a combination of theoretical and practical approaches.

Module Learning Outcomes

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

1. Critically discuss learning theories and pedagogical approaches as they relate to online/blended learning, teaching, and assessment.
2. Synthesise and evaluate current trends in online/ blended learning, teaching, and assessment.
3. Reflect on learning, teaching, and assessment strategies in the context of their own teaching and evaluate how these may transfer to an online/blended environment.
4. Design and evaluate a module, (with an appropriate mix of synchronous and asynchronous elements), for the online/blended environment, considering the technologies available to support the online learner.
5. Deliver an online class, which incorporates teaching strategies to promote learner engagement and support different groups of learners.
6. Develop an appropriate assessment strategy for an online/blended module, which reflects best practice in assessment design and provides mechanisms for feedback.
7. Evaluate and appraise approaches for how group work and collaboration can be integrated into an online/ blended class.

8. Select and evaluate appropriate hardware and software to maximise student engagement in the online/blended class.

Module Assessment

Participants will be provided with the opportunity to demonstrate awareness of and insight into developing effective, contemporary practices for learning, teaching and assessment in higher education, and will be required to apply their knowledge through the completion of fair, inclusive and authentic assignments, with reference to appropriate, relevant research.

The module is assessed 100% via continuous assessment using a variety of assessment types, including:

- A Reader Response paper
- A teaching session in the online classroom
- The (re)design of a module for an online/blended environment

For further information please contact:

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