

Pflichtmodule

mtl105 - Practitioner Research in Technology Enhanced Learning

Module label	Practitioner Research in Technology Enhanced Learning	
Modulkürzel	mtl105	
Credit points	6.0 KP	
Workload	180 h (180 hours (self-study: approx. 80 hours; learning activities: approx. 80 hours; participation: approx. 20 hours))	
Verwendbarkeit des Moduls		
Zuständige Personen	<ul style="list-style-type: none"> • Zawacki-Richter, Olaf (module responsibility) • Prinsloo, Paul (module responsibility) 	
Prerequisites	mtl100 Principles, Theory, and Practice of Technology Enhanced Learning	
Skills to be acquired in this module	<p>At the end of this course, students should be able to:</p> <ol style="list-style-type: none"> 1. Explain the rationale behind major research paradigms in the social sciences. 2. Identify and explore major research areas in open and distance learning (ODL). 3. Define a research question, carry out a literature search and state a hypothesis. 4. Plan and manage educational research, including setting research priorities. 5. Choose a research design that is appropriate for a defined research question. 6. Collect and analyse qualitative and quantitative data. 7. Analyse and interpret qualitative and quantitative data. 8. Report on research findings and knowledgeably discuss the qualitative and quantitative research process. 	
Module contents	<p>This course will provide an introduction to a variety of quantitative and qualitative research methods used in the social sciences as applied in online distance education and technology enhanced learning. Emphasis will be on planning and designing research and evaluation projects, choosing appropriate methods of investigation, and learning the practical aspects of quantitative and qualitative data collection and analysis. Major research paradigms will be explored, and an overview of the various research fields in technology enhanced learning will be provided. The Statistical Package for the Social Sciences (SPSS) will be used to manage and analyze data. Skills in collecting quantitative and qualitative data and in analyzing, interpreting, and reporting the results of empirical investigations will be developed.</p>	
Literatureempfehlungen	All course materials will be provided as open education resources (OER).	
Links	https://uol.de/mtel/content	
Language of instruction	German	
Duration (semesters)	15 weeks Semester	
Module frequency	This module will be offered once every semester.	
Module capacity	unlimited	
Examination	Prüfungszeiten	Type of examination
Final exam of module	At the end of the semester.	PF
Form of instruction	Seminar	
SWS	4	
Frequency	SoSe oder WiSe	
Workload Präsenzzeit	56 h	

mtl110 - Learner Support in Technology Enhanced Learning

Module label	Learner Support in Technology Enhanced Learning	
Modulkürzel	mtl110	
Credit points	6.0 KP	
Workload	180 h (180 hours (self-study: approx. 80 hours; learning activities: approx. 80 hours; participation: approx. 20 hours))	
Verwendbarkeit des Moduls		
Zuständige Personen	<ul style="list-style-type: none"> • Bainbridge, Susan (module responsibility) • Slagter van Tryon, Patricia Jean (module responsibility) 	
Prerequisites	mtl100 Principles, Theory, and Practice of Technology Enhanced Learning	
Skills to be acquired in this module	<p>At the end of this course, students should be able to:</p> <ol style="list-style-type: none"> 1. Explain the rationale for learner services in technology enhanced learning environments. 2. Describe the various learner support functions. 3. Critically analyze issues in the provision of learner support. 4. Identify the contextual factors which determine a learner support model. 5. Analyze the importance of learner characteristics for designing learner support. 6. Describe the contributions that professional or staff development can make in achieving the goals of learner support within the TEL context. 7. Identify the management challenges that are specific to learner support in TEL environments. 8. Identify the rationale, approaches, and barriers for the use of quality assurance and evaluation for learner support services in TEL environments. 9. Identify the various stakeholders and discuss motives, prejudices and biases that may be contained in the implementation of new media into learner support services. 10. Evaluate the issues and challenges inherent to the adoption of new technologies and approaches in learner support. 11. Critically analyze the strengths and weaknesses of learner support systems that have been designed to address a particular context. 	
Module contents	This course will provide an introduction to the theories and concepts of support for learners in technology enhanced learning environments. Various types of learner support will be examined, including tutoring and teaching; advising and counseling; and library, registrar, and other administrative services. Discussion will address management issues, such as planning, organizational models, staffing and staff development, designing services to meet learner needs, serving special groups, and evaluation and applied research.	
Literatureempfehlungen	All course materials will be provided as open educational resources (OER).	
Links	https://uol.de/mtel/content	
Language of instruction	German	
Duration (semesters)	15 weeks Semester	
Module frequency	This module will be offered once every semester.	
Module capacity	unlimited	
Examination	Prüfungszeiten	Type of examination
Final exam of module	At the end of the semester	PF
Form of instruction	Seminar	
SWS	4	
Frequency	SoSe oder WiSe	
Workload Präsenzzeit	56 h	

mtl115 - Design of Technology Enhanced Learning Environments

Module label	Design of Technology Enhanced Learning Environments	
Modulkürzel	mtl115	
Credit points	6.0 KP	
Workload	180 h (180 hours (self-study: approx. 80 hours; learning activities: approx. 80 hours; participation: approx. 20 hours))	
Verwendbarkeit des Moduls		
Zuständige Personen	<ul style="list-style-type: none"> • Fresen, Jill (module responsibility) • Zawacki-Richter, Olaf (module responsibility) • Bozkurt, Aras (module responsibility) 	
Prerequisites	mtl100 Principles, Theory, and Practice of Technology Enhanced Learning	
Skills to be acquired in this module	<p>At the end of this course, students should be able to:</p> <ol style="list-style-type: none"> 1. Define learning with digital media and open educational resources (OER). 2. Describe the development of media in the history of technology enhanced learning (TEL) as a function of interaction and independence. 3. Identify the basic psychological processes involved in TEL. 4. Explain design principles for TEL. 5. Explore various models and pedagogical criteria in evaluating learning materials. 6. Apply an instrument to evaluate the quality of digital educational resources. 7. Develop a proposal for designing and implementing a TEL project. 	
Module contents	<p>This course provides an overview of the use of digital media in a variety of educational settings, designed to identify properties, strengths, and weaknesses of digital media in different learning contexts. The basic psychological processes of perception, understanding, and learning with educational media will be introduced, with a focus on instructional design for technology enhanced learning environments and stand-alone learning objects. Students will identify and explore a variety of digital learning materials and apply instruments to evaluate them. Topics will include collaborative learning technologies, open educational resources, the impact of media on learning outcomes, methods of evaluation, quality assurance, and project management of TEL initiatives.</p>	
Literatureempfehlungen	All course materials will be provided as open education resources (OER).	
Links	https://uol.de/mtel/content	
Language of instruction	German	
Duration (semesters)	15 weeks Semester	
Module frequency	This module will be offered once every semester	
Module capacity	unlimited	
Examination	Prüfungszeiten	Type of examination
Final exam of module	At the end of the semester	PF
Form of instruction	Seminar	
SWS	4	
Frequency	SoSe oder WiSe	
Workload Präsenzzeit	56 h	

mtl120 - Costs and Economics of Technology Enhanced Learning

Module label	Costs and Economics of Technology Enhanced Learning	
Modulkürzel	mtl120	
Credit points	6.0 KP	
Workload	180 h (180 hours (self-study: approx. 80 hours; learning activities: approx. 80 hours; participation: approx. 20 hours))	
Verwendbarkeit des Moduls		
Zuständige Personen	<ul style="list-style-type: none"> Hülsmann, Thomas (module responsibility) 	
Further responsible persons	Christine Walti	
Prerequisites	mtl100 Principles, Theory, and Practice of Technology Enhanced Learning	
Skills to be acquired in this module	<p>At the end of this course, students should be able to:</p> <ol style="list-style-type: none"> 1. Review the expansion of education and the soaring costs of educational provision. 2. Understand the conceptual framework of Human Capital Theory, the core theory of economics of education. 3. Identify and measure the cost drivers in TEL and open and distance learning (ODL) systems. 4. Understand the role of overheads and the problem of cost attribution. 5. Treat capital costs including the annualization of costs. 6. Handle the basic cost model and analyze scale economies. 7. Analyze and compare the cost structure of media and handle a cost model for rapid cost appraisal of a selected media configuration. 8. Apply costing methodology to net based learning and identify the cost-drivers specific to ODL. 9. Discuss the impact of net-based learning on the cost-structure of ODL. 10. Analyze the costs of online student support. 	
Module contents	This course presents a study of the economics of technology enhanced learning within the larger context of the economics of education. A variety of methodological approaches (including cost/benefit and cost/effectiveness analysis) are applied within the context of technology enhanced learning environments. A variety of costing techniques and economic models are explored and applied to different institutional forms and levels of distance education and TEL environments.	
Literatureempfehlungen	All course materials will be provided as open education resources (OER).	
Links	https://uol.de/mtel/content	
Language of instruction	German	
Duration (semesters)	15 weeks Semester	
Module frequency	This module will be offered once every semester.	
Module capacity	unlimited	
Examination	Prüfungszeiten	Type of examination
Final exam of module	At the end of the semester	PF
Form of instruction	Seminar	
SWS	4	
Frequency	SoSe oder WiSe	
Workload Präsenzzeit	56 h	

mtl125 - International and Transnational Education Issues in Technology Enhanced Learning

Module label	International and Transnational Education Issues in Technology Enhanced Learning
Modulkürzel	mtl125
Credit points	6.0 KP
Workload	180 h (180 hours (self-study: approx. 80 hours; learning activities: approx. 80 hours; participation: approx. 20 hours))
Verwendbarkeit des Moduls	
Zuständige Personen	<ul style="list-style-type: none">• Olcott, Donald (module responsibility)• Bedenlier, Svenja Mareike (module responsibility)
Prerequisites	mtl100 Principles, Theory, and Practice of Technology Enhanced Learning
Skills to be acquired in this module	

At the end of this course module, students should be able to:

1. Critically reflect on the concepts of globalization, internationalization and development.
2. Identify strategic trends and uses of open, distance and online learning in global contexts and philosophical differences towards technology enhanced learning across borders.
3. Critically reflect on the relevance of indicators in quality and effectiveness of global open, distance, online and flexible learning.
4. Assess the importance of education for development, particularly in developing countries.
5. Critically analyse strategic leadership principles including cultural agility, cross-border education, the role of language and culture in ODL, and regional and global drivers of economic and workforce development.
6. Assess the changing conditions for education and distance education under the pressures of globalization and cross-border higher education; including competitive trends towards a new global regionalism.
7. Identify various applications of distance education in the context of non-formal education, including new forms of packaging content and credentialing.
8. Learn about the different uses of distance education in supporting K-12 schools and teacher education.
9. Compare different institutional arrangements, uses of technology and instructional approaches in the context of higher education (open universities, virtual universities).
10. Discuss various cross cutting issues, ranging from mobile learning to policy issues such as the General Agreement on Trade and Services (GATS) and its relevance for cross-border distance education.

Module contents

This module examines the development and current landscape of global open and distance education and Technology-Enhanced Learning (TEL) across developed and developing countries. Key topics include cross-border partnerships, emerging business models, academic quality, cultural and linguistic opportunities and challenges, and innovative packaging of content including MOOCs and Open Educational Resources (OERs).. Additionally, the course compares and examines key global professional and international associations (UNESCO, ICDE, AAOU, OECD, EDEN, USDLA, The World Bank, etc.) the resources these organizations offer, and their diverse roles in promoting internationalism, global trade, and the quality assurance and management of global educational services. A variety of open and distance learning providers representing single and dual mode institutions and ODL universities/organizations from developed and developing countries will be discussed. Private sector providers and government agencies are also covered in these analyses.

Literatureempfehlungen	All course material will be provided as an open education resource (OER).
Links	https://uol.de/mtel/content
Language of instruction	German

Duration (semesters)	15 weeks Semester	
Module frequency	This module will be offered once every semester.	
Module capacity	unlimited	
Examination	Prüfungszeiten	Type of examination
Final exam of module	At the end of the semester	PF
Form of instruction	Seminar	
SWS	4	
Frequency	SoSe oder WiSe	
Workload Präsenzzeit	56 h	

mtl100 - Principles, Theory, and Practice of Technology Enhanced Learning

Module label	Principles, Theory, and Practice of Technology Enhanced Learning	
Modulkürzel	mtl100	
Credit points	6.0 KP	
Workload	180 h (180 hours (self-study: approx. 80 hours; learning activities: approx. 80 hours; participation: approx. 20 hours))	
Verwendbarkeit des Moduls		
Zuständige Personen	<ul style="list-style-type: none"> • Prinsloo, Paul (module responsibility) • Blaschke, Lisa (module responsibility) • Bainbridge, Susan (module responsibility) • Olcott, Donald (module responsibility) 	
Prerequisites	This course is required as the first course of the MTEL program.	
Skills to be acquired in this module	<p>At the end of this course, students should be able to:</p> <ol style="list-style-type: none"> 1. Identify the unique characteristics of distance education and TEL. 2. Describe the major influences in the evolution of distance education -- social, economic, cultural and political -- from its early beginnings to current IT-based practices. 3. Identify the key authors and theorists in distance education and TEL and analyse their contributions to the field; including applications and adoption within the student's educational context. 4. Describe how distance education methodologies have changed over time, in particular how the roles of teacher and learner have evolved concurrently with new innovations. 5. Describe various types of distance education institutions and the relevance of a systems approach to teaching and learning. 6. Analyse the impact of technological changes on the nature of teaching and learning in distance education and TEL. 7. Navigate and use an online learning environment, shared virtual spaces, and social media for the purpose of learning, documenting learning, and creating content. 8. Master and apply research and writing skills for the purpose of critically analysing issues and topics discussed in relevant literature, synthesising findings, and communicating ideas and arguments with supporting evidence. (Note: All courses will have a research theme/focus) 9. Learn collaboratively by using shared virtual spaces and networks to create content and successfully complete assigned team projects. 10. Reflect on learning and articulate changes in thinking, feeling and behaviour. 	
Module contents	This course will study the history and evolution of distance education and technology-enhanced learning (TEL). A selected range of social and political/economic factors, theories, learning and teaching models, technology and media innovations, institutions and systems, and major writers that have shaped the development of the field will be critically examined. A variety of technologies will be used to support the development of foundational skills and a personal learning environment that are integral to current practice. Students will also be asked to periodically reflect upon opportunities and barriers that are characteristic of higher education within their local institutional and national context.	
Literatureempfehlungen	All course materials are available as open education resources (OER).	
Links	https://uol.de/mtel/content	
Language of instruction	German	
Duration (semesters)	15 weeks Semester	
Module frequency	Minimum once per semester	
Module capacity	unlimited	
Examination	Prüfungszeiten	Type of examination
Final exam of module	End of semester	PF
Form of instruction	Seminar	

SWS	4
Frequency	SoSe oder WiSe
Workload Präsenzzeit	56 h

Wahlpflichtmodule

mtl200 - Strategic Management and Educational Leadership in Technology Enhanced Learning Environments

Module label	Strategic Management and Educational Leadership in Technology Enhanced Learning Environments
Modulkürzel	mtl200
Credit points	6.0 KP
Workload	180 h (180 hours (self-study: approx. 80 hours; learning activities: approx. 80 hours; participation: approx. 20 hours))
Verwendbarkeit des Moduls	
Zuständige Personen	<ul style="list-style-type: none"> Kondakci, Yasar (module responsibility)
Prerequisites	mtl100 Principles, Theory, and Practice of Technology Enhanced Learning
Skills to be acquired in this module	

At the end of this course, students will be able to:

1. Describe basic concepts of leadership and strategic management.
2. Recognise the strategic importance of activities such as quality management and target agreements.
3. Apply strategic management concepts, in particular within TEL projects.
4. Analyse internal and external environments of TEL contexts.
5. Identify issues that can arise when implementing strategic management activities related to TEL.
6. Analyse strategic management issues within various TEL contexts.
7. Develop strategies for problems within organisations, considering both the external and internal impact of adopting the solutions.
8. Formulate structures and functions for TEL contexts.
9. Match managerial situations with leadership styles.
10. Develop effective leadership approaches for strategic management.

Module contents

Decisions about educational and scientific institutional directions should be made strategically, taking into consideration an analysis of the competition, the market orientation and demand, and a clear understanding of institutional core competencies. This course will present and discuss strategic management approaches and methods and their use as a means for strategic control within the institution, specifically in reference to implementation of technology enhanced learning (TEL) initiatives and projects. Initial course discussion will concentrate on the basic concepts and practices of strategic management and its suitability for TEL in various organizational contexts, including education and scientific institutions: What are the key orientations of the organization (mission and vision)? What are the key values guiding the organization towards its goals? What are key qualities of the organisation's environment that support/hinder the organisation in realising its goals? How can an organisation identify key strategic orientations for TEL? What are the requirements/expectations from leadership in realizing effective TEL within the organization?

Literaturempfehlungen	All course material will be available as open educational resources (OER).	
Links	https://uol.de/mtel/content	
Language of instruction	German	
Duration (semesters)	15 weeks Semester	
Module frequency	This module will be offered once each year.	
Module capacity	unlimited	
Examination	Prüfungszeiten	Type of examination
Final exam of module	At the end of the semester	PF
Form of instruction	Seminar	

SWS	4
Frequency	SoSe oder WiSe
Workload Präsenzzeit	56 h

mtl205 - Human Resources Management for Technology Enhanced Learning Environments

Module label	Human Resources Management for Technology Enhanced Learning Environments	
Modulkürzel	mtl205	
Credit points	6.0 KP	
Workload	180 h (180 hours (self-study: approx. 80 hours; learning activities: approx. 80 hours; participation: approx. 20 hours))	
Verwendbarkeit des Moduls		
Zuständige Personen		
Further responsible persons	Open	
Prerequisites	mtl100 Principles, Theory, and Practice of Technology Enhanced Learning	
Skills to be acquired in this module	At the end of this course, students should be able to: <ul style="list-style-type: none"> 1. Distinguish between the goals and tasks of personnel planning and personnel development. 2. Describe and apply personnel planning and personnel development procedures for technology enhanced learning (TEL) projects. 3. Recognize the relationship between and role of personnel and the organization within personnel planning and development. 4. Apply personnel planning and development concepts within the context of TEL environments. 	
Module contents	Personnel management consists of all functions that have the goal of enhancing productivity and development of human resources in order to increase the value and competitive advantage of the organisation, a central and strategic goal that is particularly important within labor-intensive organisations such as educational and scientific institutions that use technology enhanced learning (TEL). This course provides an overview of human resource management topics from tasks and target groups to organisational frameworks within institutions, with a focus on professionalization of human resources management through strategic system design from a resource- based perspective (recruitment, on-boarding of staff, personnel development, motivation and incentive systems for faculty participating in TEL), as well as development of digital literacy skills.	
Literaturempfehlungen	All course materials will be provided as open educational resources (OER).	
Links	https://uol.de/mtel/content	
Language of instruction	German	
Duration (semesters)	15 weeks Semester	
Module frequency	This module will be offered once each year.	
Module capacity	unlimited	
Examination	Prüfungszeiten	Type of examination
Final exam of module	At the end of the semester	PF
Form of instruction	Seminar	
SWS	4	
Frequency	SoSe oder WiSe	
Workload Präsenzzeit	56 h	

mtl210 - Organisational Management in Technology Enhanced Learning Environments

Module label	Organisational Management in Technology Enhanced Learning Environments	
Modulkürzel	mtl210	
Credit points	6.0 KP	
Workload	180 h (180 hours (self-study: approx. 80 hours; learning activities: approx. 80 hours; participation: approx. 20 hours))	
Verwendbarkeit des Moduls		
Zuständige Personen	<ul style="list-style-type: none"> • Bainbridge, Susan (module responsibility) • Kondakci, Yasar (module responsibility) 	
Prerequisites	mtl100 Principles, Theory, and Practice of Technology Enhanced Learning	
Skills to be acquired in this module	<p>At the end of this course, students should be able to:</p> <ol style="list-style-type: none"> 1. Describe the special organizational character of educational and research institutions and recognize the tension between them. 2. Develop a basic understanding of the most important frameworks for carrying out organizational activities within technology enhanced learning (TEL) environments. 3. Identify the essential elements for organizational learning and how these elements can be applied to TEL environments. 4. Describe the limitations in attempting to directly control educational organizations and specifically TEL within the organization. 5. Understand and apply the concept of controlling specific contexts, particularly within TEL. 6. Utilize the most important management tools, as well as understand the conditions and limitations of using the tools. 	
Module contents	<p>Bringing together the central concepts of education and organisation creates a fundamental tension within the institution. This conceptual merging occurs against a backdrop of complex economic, technological, and social conditions, thus creating a particularly challenging dynamic that requires effective management of educational and research areas. This course examines the structure, management, and development of educational and scientific organisations, with a focus on the technology-enhanced learning organisation and the structural conditions and management philosophy that must be in place to ensure opportunities for growth within loosely-coupled institutional systems, in particular organisational support structures for the development and implementation of TEL programs.</p>	
Literatureempfehlungen	All course materials will be offered as open educational resources (OER).	
Links	https://uol.de/mtel/content	
Language of instruction	German	
Duration (semesters)	15 weeks Semester	
Module frequency	This module will be offered once each year.	
Module capacity	unlimited	
Examination	Prüfungszeiten	Type of examination
Final exam of module	At the end of the semester	PF
Form of instruction	Seminar	
SWS	4	
Frequency	SoSe oder WiSe	
Workload Präsenzzeit	56 h	

mtl215 - Management of Technology Enhanced Learning Environments

Module label	Management of Technology Enhanced Learning Environments	
Modulkürzel	mtl215	
Credit points	6.0 KP	
Workload	180 h (180 hours (self-study: approx. 80 hours; learning activities: approx. 80 hours; participation: approx. 20 hours))	
Verwendbarkeit des Moduls		
Zuständige Personen	<ul style="list-style-type: none"> • Maschwitz, Annika (module responsibility) • Blaschke, Lisa (module responsibility) 	
Prerequisites	mtl100 Principles, Theory, and Practice of Technology Enhanced Learning	
Skills to be acquired in this module	<p>At the end of this course, students should be able to:</p> <ol style="list-style-type: none"> 1. Define the concept of a project and the implications of the project concept. 2. Describe the specific characteristics of education and research projects within technology enhanced learning (TEL) environments. 3. Apply system and theoretical approaches of project management in practice. 4. Identify project phases within the project life cycle. 5. Define the criteria for assessing project success and failure and apply appropriate strategies within a given context. 6. Create process models for project planning, control, and monitoring. 7. Identify project risks and take appropriate preventative measures. 	
Module contents	This course will prepare students for project work within training, higher education, and scientific institutional environments, focusing on holistic project management and development of the basic skills necessary for conducting projects. The course will address the topics of: project definition, project initiation, systems thinking and project management, criteria of project success/failure, project phases and cycles, project planning, forms of integrated project management, and social structures and communication in projects.	
Literaturempfehlungen	All course materials will be provided as open educational resources (OER).	
Links	https://uol.de/mtel/content	
Language of instruction	German	
Duration (semesters)	15 weeks Semester	
Module frequency	This module will be offered once each year.	
Module capacity	unlimited	
Examination	Prüfungszeiten	Type of examination
Final exam of module	At the end of the semester	PF
Form of instruction	Seminar	
SWS	4	
Frequency	SoSe oder WiSe	
Workload Präsenzzeit	56 h	

mtl220 - Change Management and Innovation for Technology Enhanced Learning Environments

Module label	Change Management and Innovation for Technology Enhanced Learning Environments
Modulkürzel	mtl220
Credit points	6.0 KP
Workload	180 h (180 hours (self-study: approx. 80 hours; learning activities: approx. 80 hours; participation: approx. 20 hours))
Verwendbarkeit des Moduls	
Zuständige Personen	<ul style="list-style-type: none"> Bozkurt, Aras (module responsibility)
Further responsible persons	Albert Sangra
Prerequisites	mtl100 Principles, Theory, and Practice of Technology Enhanced Learning
Skills to be acquired in this module	

At the end of this course, students should be able to:

1. Identify the role of change and innovation in influencing the educational institution strategy.
2. Apply change and innovation related to theoretical and conceptual frameworks.
3. Describe the role of staff and management leadership within change processes.
4. Explain paradigm shifts in TEL related educational processes and how these relate to their own institutional context.
5. Evaluate reflections stemming from changing learning environments and innovative educational technologies.
6. Critically analyze the impact of change and innovation issues on the teacher, learner, staff, and institutional roles.
7. Develop recommendations and action plans for managing change within TEL organisations.

Module contents

Change has strong bonds with social, economic and cultural dimensions of our everyday lives and, therefore, continually shapes and affects every day institutional operations. Change must be learned because it influences the way we perceive the world; however, any project that results in or promotes change in organisations requires professional management of that change. To this end, the course will provide insights regarding change and innovation, closely examining their transformational potential in TEL, and will further examine education-related theoretical concepts. This course will then concentrate on a systematic approach to (planned) changes and conduct an in-depth discussion into the tasks and challenges of and coping mechanisms for change management, with a specific focus on issues surrounding the implementation of technology within learning environments and educational institutions.

Literatureempfehlungen	All course material will be offered as open educational resources (OER).	
Links	https://uol.de/mtel/content	
Language of instruction	German	
Duration (semesters)	15 weeks Semester	
Module frequency	This module will be offered once each year.	
Module capacity	unlimited	
Examination	Prüfungszeiten	Type of examination
Final exam of module	At the end of the semester	PF
Form of instruction	Seminar	
SWS	4	
Frequency	SoSe oder WiSe	

Workload Präsenzzeit

56 h

mtl225 - Quality Management of Technology Enhanced Learning Environments

Module label	Quality Management of Technology Enhanced Learning Environments	
Modulkürzel	mtl225	
Credit points	6.0 KP	
Workload	180 h (180 hours (self-study: approx. 80 hours; learning activities: approx. 80 hours; participation: approx. 20 hours))	
Verwendbarkeit des Moduls		
Zuständige Personen	<ul style="list-style-type: none"> • Röbbken, Heinke (module responsibility) • Fresen, Jill (module responsibility) 	
Prerequisites	mtl100 Principles, Theory, and Practice of Technology Enhanced Learning	
Skills to be acquired in this module	<p>At the end of this course, students should be able to:</p> <ol style="list-style-type: none"> 1. Describe quality management philosophies and frameworks in higher education. 2. Develop in-depth knowledge of various tools and techniques of quality management. 3. Analyze the importance of quality management within the institutional system as a whole and specifically for technology enhanced learning (TEL). 4. Apply quality tools and techniques in TEL environments. 5. Justify whether or not a certain technique or tool is suitable for application in TEL environments. 6. Explain and understand the phases of the implementation of a quality management system. 7. Identify the obstacles and challenges in initiating quality related changes in TEL environments. 	
Module contents	This course analyzes strategies for planning, developing, and implementing quality management across the institution, taking into consideration different stakeholder needs. The course will also discuss strategies and approaches for setting quality management goals and developing and realizing quality in teaching and learning, as well as quality issues specific to environments that implement technology enhanced learning.	
Literatureempfehlungen	All course material will be provided as open educational resources (OER).	
Links	https://uol.de/mtel/content	
Language of instruction	German	
Duration (semesters)	15 weeks Semester	
Module frequency	This module will be offered once each year.	
Module capacity	unlimited	
Examination	Prüfungszeiten	Type of examination
Final exam of module	At the end of the semester	PF
Form of instruction	Seminar	
SWS	4	
Frequency	SoSe oder WiSe	
Workload Präsenzzeit	56 h	

mtl230 - Student Life Cycle Management for Technology Enhanced Learning Environments

Module label	Student Life Cycle Management for Technology Enhanced Learning Environments	
Modulkürzel	mtl230	
Credit points	6.0 KP	
Workload	180 h (180 hours (self-study: approx. 80 hours; learning activities: approx. 80 hours; participation: approx. 20 hours))	
Verwendbarkeit des Moduls		
Zuständige Personen	<ul style="list-style-type: none"> Maschwitz, Annika (module responsibility) 	
Further responsible persons	Dianne Conrad	
Prerequisites	mtl100 Principles, Theory, and Practice of Technology Enhanced Learning	
Skills to be acquired in this module	<p>At the end of this course, students should be able to:</p> <ol style="list-style-type: none"> 1. Design and plan for a technology enhanced learning (TEL) program, taking into account basic planning specifications that are required within each student lifecycle phase. 2. Identify specific student needs and service requirements at various touch points within the student lifecycle. 3. Develop TEL programs and services targeted toward diverse and heterogeneous learner groups. 4. Structure the management of TEL programs and technology use so that it reflects student requirements at each lifecycle phase. 	
Module contents	This course will examine the management role in developing and executing technology enhanced learning (TEL) programs from the perspective of the student, as well as discuss specific student needs during each phase of the student life cycle, concentrating especially on the role, influence, and implications of technology within the student learning environment. A primary focus of the course will be on curriculum development across the TEL program.	
Literatureempfehlungen	All course material will be provided as open educational resources (OER).	
Links	https://uol.de/mtel/content	
Language of instruction	German	
Duration (semesters)	15 weeks Semester	
Module frequency	This module will be offered once each year.	
Module capacity	unlimited	
Examination	Prüfungszeiten	Type of examination
Final exam of module	At the end of the semester	PF
Form of instruction	Seminar	
SWS	4	
Frequency	SoSe oder WiSe	
Workload Präsenzzeit	56 h	

mtl235 - Managing Diversity in Technology Enhanced Learning Environments

Module label	Managing Diversity in Technology Enhanced Learning Environments	
Modulkürzel	mtl235	
Credit points	6.0 KP	
Workload	180 h (180 hours (self-study: approx. 80 hours; learning activities: approx. 80 hours; participation: approx. 20 hours))	
Verwendbarkeit des Moduls		
Zuständige Personen		
Further responsible persons	Jörg Viaden	
Prerequisites	mtl100 Principles, Theory, and Practice of Technology Enhanced Learning	
Skills to be acquired in this module	At the end of the course module, students should be able to: <ul style="list-style-type: none"> 1. Articulate a foundational understanding of diversity, social justice, equity, and inclusion within the context of open and distance learning (ODL) 2. Understand how one is affected by and participates in maintaining systems of oppression, power, and privilege. 3. Integrate knowledge of the module's foundational concepts into one's own higher education practice, specifically within technology enhanced learning (TEL) environments. 4. Assess current or future diversity services and requirements within TEL environments. 5. Analyze the importance of diversity management within the institutional system as a whole. 6. Assess how diversity management depends on a variety of contextual variables, including country, culture, laws, and institutional regulations and policies. 	
Module contents	This course will explore aspects of diversity (cultures, disabilities, social backgrounds, etc.) and its role as a central task in curriculum development, teaching, research, IT, administration, and education in general. Topics will include theories, context, and dimensions of diversity, as well as issues and strategic implementation of diversity within technology enhanced learning environments.	
Literatureempfehlungen	All course material will be made available as open educational resources (OER).	
Links	https://uol.de/mtel/content	
Language of instruction	German	
Duration (semesters)	15 weeks Semester	
Module frequency	This module will be offered once each year.	
Module capacity	unlimited	
Examination	Prüfungszeiten	Type of examination
Final exam of module	At the end of the semester	PF
Form of instruction	Seminar	
SWS	4	
Frequency	SoSe oder WiSe	
Workload Präsenzzeit	56 h	

mtl240 - Advanced Issues in Technology Enhanced Learning

Module label	Advanced Issues in Technology Enhanced Learning	
Modulkürzel	mtl240	
Credit points	6.0 KP	
Workload	180 h (180 hours (self-study: approx. 80 hours; learning activities: approx. 80 hours; participation: approx. 20 hours))	
Verwendbarkeit des Moduls		
Zuständige Personen	<ul style="list-style-type: none"> • Marin, Victoria (module responsibility) • Zawacki-Richter, Olaf (module responsibility) 	
Further responsible persons	Marco Kalz	
Prerequisites	mtl100 Principles, Theory, and Practice of Technology Enhanced Learning	
Skills to be acquired in this module	<p>At the end of this course, students should be able to:</p> <ol style="list-style-type: none"> 1. Identify and report on emerging trends and developments within technology and education and their significance to TEL. 2. Explore and examine the factors that contribute to and impact the changing landscape of ODL. 3. Analyze the extent to which new developments have the potential to influence practice. 4. Critically reflect on ethical issues related to new technological applications such as artificial intelligence in education. 	
Module contents	<p>This course will explore critical emerging issues and trends in educational technology within the open, flexible and technology-enhanced education landscape. Key topics will include: openness and accessibility (e.g., open scholarship, open educational resources, massive open online courses); new technological developments (e.g., in the area of artificial intelligence, machine learning and learning analytics) and their potential affordances for supporting learners and faculty in technology-enhanced learning environments as well as ethical considerations associated with new and emerging technologies and methods in teaching, learning and assessment.</p>	
Literatureempfehlungen	All course material will be available as open educational resources (OER).	
Links	https://uol.de/mtel/content	
Language of instruction	German	
Duration (semesters)	15 weeks Semester	
Module frequency	This module will be offered once each year.	
Module capacity	unlimited	
Examination	Prüfungszeiten	Type of examination
Final exam of module	At the end of the semester	PF
Form of instruction	Seminar	
SWS	4	
Frequency	SoSe oder WiSe	
Workload Präsenzzeit	56 h	

Abschlussmodul

mam - Master's Thesis

Module label	Master's Thesis	
Modulkürzel	mam	
Credit points	18.0 KP	
Workload	540 h (Master's thesis: 450 hours Colloquium: 90 hours)	
Verwendbarkeit des Moduls		
Zuständige Personen		
Further responsible persons	Open	
Prerequisites	Students must have completed at least 72 credit points of course modules before registering for the master's thesis.	
Skills to be acquired in this module	At the end of this course, students should be able to: <ul style="list-style-type: none"> 1. Independently formulate a clear and articulate research question. 2. Develop a research design suitable for effectively addressing the research question. 3. Apply relevant research models and methods to independently construct and develop a master's thesis. 4. Demonstrate and apply their knowledge of the formal requirements for preparing a scientific thesis. 	
Module contents	At the end of the MTEL master programme, students will complete a detailed master's thesis, as well as attend an online colloquium, where a mentor will provide resource materials and guidance for preparing the master's thesis. The master's course module consists of the following parts: 1) study materials for preparing the master's thesis, 2) online master's colloquium with mentor support, and 3) individual support of a scholarly expert/reviewer from the MTEL programme. At the start of the master colloquium, the student will prepare an exposé that describes the planned master's thesis topic. During the online discussion phase of the colloquium, the student will present his/her exposé for discussion and feedback from the mentor, reviewer, and fellow participants. The self-study resource material will contain information about: deciding on a research topic (types of research projects, strategies for topic research, definition of thesis scope); conducting research (literature search, review, and management); developing a topic (definition of research question and objectives, exposé preparation); structuring thesis content (basic and formal requirements, presentation); and documenting resources.	
Literaturempfehlungen	All course materials will be provided as open educational resources (OER).	
Links	https://uol.de/mtel/content	
Language of instruction	German	
Duration (semesters)	6 months Semester	
Module frequency	This module will be offered once every semester	
Module capacity	unlimited (Registration for the master's thesis is not bound to a specific schedule and can take place at any time once registration requirements have been met.)	
Examination	Prüfungszeiten	Type of examination
Final exam of module	At the end of the semester	AB
Form of instruction	Colloquium Online	
SWS	2	
Frequency	SoSe oder WiSe	
Workload Präsenzzeit	28 h	

