

Master of Arts (MA)

**Management of Technology Enhanced Learning (MTEL)**



MA - Management of Technology-Enhanced Learning (MTEL)

## **Module Handbook**

Status: February 2019

## mtl100

### Principles, Theory, and Practice of Technology Enhanced Learning (TEL)

#### Course Content and Learning Objectives

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.

#### Learning Objectives:

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

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.

Teaching and Learning Forms	Internet-based discussion forums, group activities, learning activities, webinars, self-study, online seminars with guest experts
Prerequisites	Proficiency in internet and Microsoft Office use; self-organization skills This course is required as the first course of the MTEL program.
Course Use/Reuse	Required. Course module is specific to the MTEL program; currently not in use by other programs.
Requirements for Awarding ECTS Credits	Students must successfully complete learning activities (PASS/FAIL) throughout the course, as well as regularly participate in discussion forums and group activities. ECTS points will be awarded upon successful completion of the portfolio, which includes the results of all course learning activities (e.g., brief essay, case study, expert interviews, report, reflective learning journal, small group project, debate, bibliography/annotation).
ECTS Points and Grading	6 ECTS Grading Scale: 1,0 / 1,3 / 1,7 / 2,0 / 2,3 / 2,7 / 3,0 / 3,3 / 3,7 / 4,0 / 5,0 Learning activities will be graded as PASS/FAIL. At mid-semester, students will receive a progress report regarding their status in class, along with feedback for improvement.
Course Frequency/Cycle	Minimum once per semester
Workload	180 hours (self-study: approx. 80 hours; learning activities: approx. 80 hours; participation: approx. 20 hours) 6 credit points per course
Course Length	15 weeks
Other Information	

<b>mtl105</b> <b>Practitioner Research in Technology Enhanced Learning (TEL)</b>	
Course Content and Learning Objectives	<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> <p><b>Learning Objectives:</b></p> <p>At the end of this course, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the rationale behind major research paradigms in the social sciences.</li> <li>2. Identify and explore major research areas in open and distance learning (ODL).</li> <li>3. Define a research question, carry out a literature search and state a hypothesis.</li> <li>4. Plan and manage educational research, including setting research priorities.</li> <li>5. Choose a research design that is appropriate for a defined research question.</li> <li>6. Collect and analyse qualitative and quantitative data.</li> <li>7. Analyse and interpret qualitative and quantitative data.</li> <li>8. Report on research findings and knowledgeably discuss the qualitative and quantitative research process.</li> </ol>
Teaching and Learning Forms	Internet-based discussion forums, learning activities, webinars, self-study
Prerequisites	<p>Proficiency in internet and Microsoft Office use; self-organization skills</p> <p>This course is required as the second course of the MTEL program.</p>
Course Use/Reuse	Required. Course module is currently not in use by other programs, but could potentially be adopted by other programs such as the MBA program.
Requirements for Awarding ECTS Credits	Students must successfully complete learning activities (PASS/FAIL) throughout the course, as well as regularly participate in discussion forums and group activities. ECTS points will be awarded upon successful completion of the portfolio, which includes the results of all course learning activities (e.g., brief essay, case study, expert

	interviews, report, reflective learning journal, small group project, debate, bibliography/annotation).
ECTS Points and Grading	6 ECTS Grading Scale: 1,0 / 1,3 / 1,7 / 2,0 / 2,3 / 2,7 / 3,0 / 3,3 / 3,7 / 4,0 / 5,0 Learning activities will be graded as PASS/FAIL. At mid-semester, students will receive a progress report regarding their status in class, along with feedback for improvement.
Course Frequency/Cycle	Minimum once per semester
Workload	180 hours (self-study: approx. 80 hours; learning activities: approx. 80 hours; participation: approx. 20 hours) 6 credit points per course
Course Length	15 weeks
Other Information	

<b>mtl110</b> <b>Learner Support in Technology Enhanced Learning (TEL)</b>	
<p>Course Content and Learning Objectives</p>	<p>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.</p> <p><b>Learning Objectives:</b></p> <p>At the end of this course, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the rationale for learner services in technology enhanced learning environments.</li> <li>2. Describe the various learner support functions.</li> <li>3. Critically analyze issues in the provision of learner support.</li> <li>4. Identify the contextual factors which determine a learner support model.</li> <li>5. Analyze the importance of learner characteristics for designing learner support.</li> <li>6. Describe the contributions that professional or staff development can make in achieving the goals of learner support within the TEL context.</li> <li>7. Identify the management challenges that are specific to learner support in TEL environments.</li> <li>8. Identify the rationale, approaches, and barriers for the use of quality assurance and evaluation for learner support services in TEL environments.</li> <li>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.</li> <li>10. Evaluate the issues and challenges inherent to the adoption of new technologies and approaches in learner support.</li> <li>11. Critically analyze the strengths and weaknesses of learner support systems that have been designed to address a particular context.</li> </ol>
<p>Teaching and Learning Forms</p>	<p>Internet-based discussion forums, group activities, learning activities, webinars, self-study</p>

Prerequisites	Proficiency in internet and Microsoft Office use; self-organization skills; mtl100, mtl105
Course Use/Reuse	Required. Course module is specific to the MTEL program; currently not in use by other programs.
Requirements for Awarding ECTS Credits	Students must successfully complete learning activities (PASS/FAIL) throughout the course, as well as regularly participate in discussion forums and group activities. ECTS points will be awarded upon successful completion of the portfolio, which includes the results of all course learning activities (e.g., brief essay, case study, expert interviews, report, reflective learning journal, small group project, debate, bibliography/annotation).
ECTS Points and Grading	6 ECTS Grading Scale: 1,0 / 1,3 / 1,7 / 2,0 / 2,3 / 2,7 / 3,0 / 3,3 / 3,7 / 4,0 / 5,0 Learning activities will be graded as PASS/FAIL. At mid-semester, students will receive a progress report regarding their status in class, along with feedback for improvement.
Course Frequency/Cycle	Minimum once per semester
Workload	180 hours (self-study: approx. 80 hours; learning activities: approx. 80 hours; participation: approx. 20 hours) 6 credit points per course
Course Length	15 weeks
Other Information	

<b>mtl115</b> <b>Design of Technology Enhanced Learning (TEL) Environments</b>	
<p>Course Content and Learning Objectives</p>	<p>This course will give 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 technologies will be introduced, with a focus on multimedia and instructional design for online learning systems, such as learning management systems or stand-alone learning objects. Hands-on experience with several multimedia applications will be provided. Topics will include collaborative learning technologies, open educational resources, the impact of multimedia on learning outcomes, methods of multimedia evaluation, quality assurance, and project management of TEL initiatives.</p> <p><b>Learning Objectives:</b></p> <p>At the end of this course, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Define learning with multimedia and open educational resources (OER).</li> <li>2. Describe the development of media in the history of technology enhanced learning (TEL) as a function of interaction and independence.</li> <li>3. Identify the basic psychological processes involved in TEL.</li> <li>4. Outline the basics of sensation and perception in processing multiple media.</li> <li>5. Explain the rationale of design principles for TEL.</li> <li>6. Identify the opportunities for learning and teaching that TEL affords.</li> <li>7. Apply an instrument to evaluate the quality of multimedia (open) educational resources.</li> <li>8. Develop a proposal for a TEL project.</li> </ol>
<p>Teaching and Learning Forms</p>	<p>Internet-based discussion forums, group activities, learning activities, webinars, self-study</p>
<p>Prerequisites</p>	<p>Proficiency in internet and Microsoft Office use; self-organization skills; mtl100, mtl105</p>
<p>Course Use/Reuse</p>	<p>Required. Course module is currently not in use by other programs, but could potentially be adopted by other programs such as the MBA program.</p>
<p>Requirements for Awarding ECTS Credits</p>	<p>Students must successfully complete learning activities (PASS/FAIL) throughout the course, as well as regularly participate in discussion forums and group activities. ECTS points will be awarded upon successful completion of the portfolio, which includes the results of all course learning activities (e.g., brief essay, case study, expert</p>

	interviews, report, reflective learning journal, small group project, debate, bibliography/annotation).
ECTS Points and Grading	6 ECTS Grading Scale: 1,0 / 1,3 / 1,7 / 2,0 / 2,3 / 2,7 / 3,0 / 3,3 / 3,7 / 4,0 / 5,0 Learning activities will be graded as PASS/FAIL. At mid-semester, students will receive a progress report regarding their status in class, along with feedback for improvement.
Course Frequency/Cycle	Minimum once per semester
Workload	180 hours (self-study: approx. 80 hours; learning activities: approx. 80 hours; participation: approx. 20 hours) 6 credit points per course
Course Length	15 weeks
Other Information	

<b>mtl120</b> <b>Costs and Economics of Technology Enhanced Learning (TEL)</b>	
Course Content and Learning Objectives	<p>This course will present 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) will be applied within the context of technology enhanced learning environments. A variety of costing techniques and economic models will be explored and applied to different institutional forms and levels of distance education and TEL environments.</p> <p><b>Learning Objectives:</b></p> <p>At the end of this course, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Review the expansion of education and the soaring costs of educational provision.</li> <li>2. Understand the conceptual framework of Human Capital Theory, the core theory of economics of education.</li> <li>3. Identify and measure the cost drivers in TEL and open and distance learning (ODL) systems.</li> <li>4. Understand the role of overheads and the problem of cost attribution.</li> <li>5. Treat capital costs including the annualization of costs.</li> <li>6. Handle the basic cost model and analyze scale economies.</li> <li>7. Analyze and compare the cost structure of media and handle a cost model for rapid cost appraisal of a selected media configuration.</li> <li>8. Apply costing methodology to net based learning and identify the cost-drivers specific to ODL.</li> <li>9. Discuss the impact of net-based learning on the cost-structure of ODL.</li> <li>10. Analyze the costs of online student support.</li> </ol>
Teaching and Learning Forms	Internet-based discussion forums, group activities, learning activities, webinars, self-study, online seminars with guest experts
Prerequisites	Proficiency in internet and Microsoft Office use; self-organization skills; mtl100, mtl105
Course Use/Reuse	Required. Course module is currently not in use by other programs, but could potentially be adopted by other programs such as the MBA program.

Requirements for Awarding ECTS Credits	Students must successfully complete learning activities (PASS/FAIL) throughout the course, as well as regularly participate in discussion forums and group activities. ECTS points will be awarded upon successful completion of the portfolio, which includes the results of all course learning activities (e.g., brief essay, case study, expert interviews, report, reflective learning journal, small group project, debate, bibliography/annotation).
ECTS Points and Grading	6 ECTS Grading Scale: 1,0 / 1,3 / 1,7 / 2,0 / 2,3 / 2,7 / 3,0 / 3,3 / 3,7 / 4,0 / 5,0 Learning activities will be graded as PASS/FAIL. At mid-semester, students will receive a progress report regarding their status in class, along with feedback for improvement.
Course Frequency/Cycle	Minimum once per semester
Workload	180 hours (self-study: approx. 80 hours; learning activities: approx. 80 hours; participation: approx. 20 hours) 6 credit points per course
Course Length	15 weeks
Other Information	

## mtl125

### International and Transnational Educational Issues in Technology Enhanced Learning (TEL)

#### Course Content and Learning Objectives

This course will examine the development and current landscape of global open and distance education across developed and developing countries. Key topics will 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. Additionally, the module will compare and contrast key global professional and international associations (e.g., UNESCO, ICDE, AAOU, OECD, EDEN, USDLA, and The World Bank) 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 major theme of the module will be providing examples and case studies for comparative analyses amongst a variety of open and distance learning providers representing single and dual mode institutions and ODL universities/organizations from developed and developing countries. Private sector providers and government agencies will also be covered in these analyses.

#### Learning Objectives:

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

1. Critically reflect on the concepts of globalization, internationalization and development.
2. Identify strategic trends and uses of open and distance learning (ODL) in global contexts.
3. Critically reflect on the relevance of indicators in quality and effectiveness of global ODL.
4. Assess the importance of education for development, particularly in emerging 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 ODL under the pressures of globalization and cross-border higher education.
7. Identify various applications of technology enhanced learning (TEL) in the context of non-formal education, including new forms of packaging content and credentialing.
8. Learn about the different uses of TEL in supporting K-12 schools and teacher education.

	<p>9. Compare different institutional arrangements, uses of technology and instructional approaches in the context of higher education (open universities, virtual universities).</p> <p>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 ODL.</p>
Teaching and Learning Forms	Internet-based discussion forums, group activities, learning activities, webinars, self-study, online seminars with guest experts
Prerequisites	Proficiency in internet and Microsoft Office use; self-organization skills; mtl100, mtl105
Course Use/Reuse	Required. Course module is currently not in use by other programs, but could potentially be adopted by other programs such as the MBA program.
Requirements for Awarding ECTS Credits	Students must successfully complete learning activities (PASS/FAIL) throughout the course, as well as regularly participate in discussion forums and group activities. ECTS points will be awarded upon successful completion of the portfolio, which includes the results of all course learning activities (e.g., brief essay, case study, expert interviews, report, reflective learning journal, small group project, debate, bibliography/annotation).
ECTS Points and Grading	<p>6 ECTS</p> <p>Grading Scale: 1,0 / 1,3 / 1,7 / 2,0 / 2,3 / 2,7 / 3,0 / 3,3 / 3,7 / 4,0 / 5,0</p> <p>Learning activities will be graded as PASS/FAIL. At mid-semester, students will receive a progress report regarding their status in class, along with feedback for improvement.</p>
Course Frequency/Cycle	Minimum once per semester
Workload	<p>180 hours (self-study: approx. 80 hours; learning activities: approx. 80 hours; participation: approx. 20 hours)</p> <p>6 credit points per course</p>
Course Length	15 weeks
Other Information	

<b>mtl200</b> <b>Strategic Management and Educational Leadership</b>	
Course Content and Learning Objectives	<p>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 initiatives and projects. Initial course discussion will concentrate on the basic concepts of strategic management and its suitability for educational and scientific institutions: Which products are produced? Who are the customers? And who are the competitors? Next, relevant approaches to strategic management will be evaluated from both market-oriented and resource-based perspectives.</p> <p><b>Learning Objectives:</b></p> <p>At the end of this course, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Describe basic concepts of strategic management.</li> <li>2. Recognize the strategic importance of activities such as quality management and target agreements.</li> <li>3. Apply strategic management concepts, in particularly within technology enhanced learning (TEL) projects.</li> <li>4. Identify issues that can arise when implementing strategic management activities related to TEL.</li> <li>5. Strategically analyze strategic management issues within various TEL contexts.</li> <li>6. Develop TEL solutions for addressing strategic problems within organizations, considering both the external and internal impact of adopting the solutions.</li> </ol>
Teaching and Learning Forms	Internet-based discussion forums, group activities, learning activities, webinars, self-study, online seminars with guest experts
Prerequisites	Proficiency in internet and Microsoft Office use; self-organization skills; mtl100, mtl105
Course Use/Reuse	Elective. Course module is shared with the MBA program.
Requirements for Awarding ECTS Credits	Students must successfully complete learning activities (PASS/FAIL) throughout the course, as well as regularly participate in discussion forums and group activities. ECTS points will be awarded upon successful completion of the portfolio, which includes the results of all course learning activities (e.g., brief essay, case study, expert

	interviews, report, reflective learning journal, small group project, debate, bibliography/annotation).
ECTS Points and Grading	6 ECTS Grading Scale: 1,0 / 1,3 / 1,7 / 2,0 / 2,3 / 2,7 / 3,0 / 3,3 / 3,7 / 4,0 / 5,0 Learning activities will be graded as PASS/FAIL. At mid-semester, students will receive a progress report regarding their status in class, along with feedback for improvement.
Course Frequency/Cycle	Minimum once per academic year
Workload	180 hours (self-study: approx. 80 hours; learning activities: approx. 80 hours; participation: approx. 20 hours) 6 credit points per course
Course Length	15 weeks
Other Information	

<b>mtl205</b> <b>Human Resources Management</b>	
Course Content and Learning Objectives	<p>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 organization, a central and strategic goal that is particularly important within labor-intensive organizations such as educational and scientific institutions that use technology enhanced learning (TEL). This course will provide an overview of human resource management topics from tasks and target groups to organizational 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.</p> <p><b>Learning Objectives:</b></p> <p>At the end of this course, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Distinguish between the goals and tasks of personnel planning and personnel development.</li> <li>2. Describe and apply personnel planning and personnel development procedures for technology enhanced learning (TEL) projects.</li> <li>3. Recognize the relationship between and role of personnel and the organization within personnel planning and development.</li> <li>4. Apply personnel planning and development concepts within the context of TEL environments.</li> </ol>
Teaching and Learning Forms	Internet-based discussion forums, group activities, learning activities, webinars, self-study, online seminars with guest experts
Prerequisites	Proficiency in internet and Microsoft Office use; self-organization skills; mtl100, mtl105
Course Use/Reuse	Elective. Course module is shared with the MBA program.
Requirements for Awarding ECTS Credits	Students must successfully complete learning activities (PASS/FAIL) throughout the course, as well as regularly participate in discussion forums and group activities. ECTS points will be awarded upon successful completion of the portfolio, which includes the results of all course learning activities (e.g., brief essay, case study, expert

	interviews, report, reflective learning journal, small group project, debate, bibliography/annotation).
ECTS Points and Grading	6 ECTS Grading Scale: 1,0 / 1,3 / 1,7 / 2,0 / 2,3 / 2,7 / 3,0 / 3,3 / 3,7 / 4,0 / 5,0 Learning activities will be graded as PASS/FAIL. At mid-semester, students will receive a progress report regarding their status in class, along with feedback for improvement.
Course Frequency/Cycle	Minimum once per academic year
Workload	180 hours (self-study: approx. 80 hours; learning activities: approx. 80 hours; participation: approx. 20 hours) 6 credit points per course
Course Length	15 weeks
Other Information	

<b>mtl210</b> <b>Organizational Management</b>	
Course Content and Learning Objectives	<p>Bringing together the central concepts of education and organization 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 will examine the structure, management, and development of educational and scientific organizations, with a focus on the technology-enhanced learning organization and the structural conditions and management philosophy that must be in place to ensure opportunities for growth within loosely-coupled institutional systems, in particular organizational support structures for the development and implementation of TEL programs.</p> <p><b>Learning Objectives:</b></p> <p>At the end of this course, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Describe the special organizational character of educational and research institutions and recognize the tension between them.</li> <li>2. Develop a basic understanding of the most important frameworks for carrying out organizational activities within technology enhanced learning (TEL) environments.</li> <li>3. Identify the essential elements for organizational learning and how these elements can be applied to TEL environments.</li> <li>4. Describe the limitations in attempting to directly control educational organizations and specifically TEL within the organization.</li> <li>5. Understand and apply the concept of controlling specific contexts, particularly within TEL.</li> <li>6. Utilize the most important management tools, as well as understand the conditions and limitations of using the tools.</li> </ol>
Teaching and Learning Forms	Internet-based discussion forums, group activities, learning activities, webinars, self-study, online seminars with guest experts
Prerequisites	Proficiency in internet and Microsoft Office use; self-organization skills; mtl100, mtl105
Course Use/Reuse	Elective. Course module is shared with the MBA program.

Requirements for Awarding ECTS Credits	Students must successfully complete learning activities (PASS/FAIL) throughout the course, as well as regularly participate in discussion forums and group activities. ECTS points will be awarded upon successful completion of the portfolio, which includes the results of all course learning activities (e.g., brief essay, case study, expert interviews, report, reflective learning journal, small group project, debate, bibliography/annotation).
ECTS Points and Grading	6 ECTS Grading Scale: 1,0 / 1,3 / 1,7 / 2,0 / 2,3 / 2,7 / 3,0 / 3,3 / 3,7 / 4,0 / 5,0 Learning activities will be graded as PASS/FAIL. At mid-semester, students will receive a progress report regarding their status in class, along with feedback for improvement.
Course Frequency/Cycle	Minimum once per academic year
Workload	180 hours (self-study: approx. 80 hours; learning activities: approx. 80 hours; participation: approx. 20 hours) 6 credit points per course
Course Length	15 weeks
Other Information	

<b>mtl215</b> <b>Project Management</b>	
<p>Course Content and Learning Objectives</p>	<p>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.</p> <p><b>Learning Objectives:</b></p> <p>At the end of this course, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Define the concept of a project and the implications of the project concept.</li> <li>2. Describe the specific characteristics of education and research projects within technology enhanced learning (TEL) environments.</li> <li>3. Apply system and theoretical approaches of project management in practice.</li> <li>4. Identify project phases within the project life cycle.</li> <li>5. Define the criteria for assessing project success and failure and apply appropriate strategies within a given context.</li> <li>6. Create process models for project planning, control, and monitoring.</li> <li>7. Identify project risks and take appropriate preventative measures.</li> </ol>
<p>Teaching and Learning Forms</p>	<p>Internet-based discussion forums, group activities, learning activities, webinars, self-study, online seminars with guest experts</p>
<p>Prerequisites</p>	<p>Proficiency in internet and Microsoft Office use; self-organization skills; mtl100, mtl105</p>
<p>Course Use/Reuse</p>	<p>Elective. Course module is shared with the MBA program.</p>
<p>Requirements for Awarding ECTS Credits</p>	<p>Students must successfully complete learning activities (PASS/FAIL) throughout the course, as well as regularly participate in discussion forums and group activities. ECTS points will be awarded upon successful completion of the portfolio, which includes the results of all course learning activities (e.g., brief essay, case study, expert interviews, report, reflective learning journal, small group project, debate, bibliography/annotation).</p>

ECTS Points and Grading	<p>6 ECTS</p> <p>Grading Scale: 1,0 / 1,3 / 1,7 / 2,0 / 2,3 / 2,7 / 3,0 / 3,3 / 3,7 / 4,0 / 5,0</p> <p>Learning activities will be graded as PASS/FAIL. At mid-semester, students will receive a progress report regarding their status in class, along with feedback for improvement.</p>
Course Frequency/Cycle	Minimum once per academic year
Workload	<p>180 hours (self-study: approx. 80 hours; learning activities: approx. 80 hours; participation: approx. 20 hours)</p> <p>6 credit points per course</p>
Course Length	15 weeks
Other Information	

<b>mtl220</b> <b>Change Management and Innovation</b>	
Course Content and Learning Objectives	<p>Change continually shapes and influences every day institutional operations. Change must be learned, however, and any project that results in or promotes change in organizations requires professional management of that change. This course will concentrate on a systematic approach to (planned) changes and conducts an in-depth discussion into the tasks and challenges of and coping mechanisms for change management, with a specific focus on issues surrounding implementation of technology within learning environments and educational institutions.</p> <p><b>Learning Objectives:</b></p> <p>At the end of this course, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Describe the need for and goals of change management.</li> <li>2. Outline models of change management and how these models can be implemented within TEL organizations.</li> <li>3. Describe the role of staff and management leadership within change processes.</li> <li>4. Identify (incentive) tools for supporting management of change, as well as recognize limitations of the tools.</li> <li>5. Develop recommendations and action plans for managing change within TEL organizations.</li> <li>6. Possibilities of communication and participation in the change of and in organizations can show.</li> </ol>
Teaching and Learning Forms	Internet-based discussion forums, group activities, learning activities, webinars, self-study, online seminars with guest experts
Prerequisites	Proficiency in internet and Microsoft Office use; self-organization skills; mtl100, mtl105
Course Use/Reuse	Elective. Course module is shared with the MBA program.
Requirements for Awarding ECTS Credits	Students must successfully complete learning activities (PASS/FAIL) throughout the course, as well as regularly participate in discussion forums and group activities. ECTS points will be awarded upon successful completion of the portfolio, which includes the results of all course learning activities (e.g., brief essay, case study, expert interviews, report, reflective learning journal, small group project, debate, bibliography/annotation).

ECTS Points and Grading	<p>6 ECTS</p> <p>Grading Scale: 1,0 / 1,3 / 1,7 / 2,0 / 2,3 / 2,7 / 3,0 / 3,3 / 3,7 / 4,0 / 5,0</p> <p>Learning activities will be graded as PASS/FAIL. At mid-semester, students will receive a progress report regarding their status in class, along with feedback for improvement.</p>
Course Frequency/Cycle	Minimum once per academic year
Workload	<p>180 hours (self-study: approx. 80 hours; learning activities: approx. 80 hours; participation: approx. 20 hours)</p> <p>6 credit points per course</p>
Course Length	15 weeks
Other Information	

<b>mtl225</b> <b>Quality Management</b>	
Course Content and Learning Objectives	<p>This course will analyze 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.</p> <p><b>Learning Objectives:</b></p> <p>At the end of this course, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Describe quality management philosophies and frameworks in higher education.</li> <li>2. Develop in-depth knowledge of various tools and techniques of quality management.</li> <li>3. Analyze the importance of quality management within the institutional system as a whole and specifically for technology enhanced learning (TEL).</li> <li>4. Apply quality tools and techniques in TEL environments.</li> <li>5. Justify whether or not a certain technique or tool is suitable for application in TEL environments.</li> <li>6. Explain and understand the phases of the implementation of a quality management system.</li> <li>7. Identify the obstacles and challenges in initiating quality related changes in TEL environments.</li> </ol>
Teaching and Learning Forms	Discussion forums, group activities, learning activities, webinars, self-study, online seminars with guest experts
Prerequisites	Proficiency in internet and Microsoft Office use; self-organization skills; mtl100, mtl105
Course Use/Reuse	Elective. Course module is shared with the MBA program and the Higher Education Management (HEM) Certificate of Advanced Studies (CAS).
Requirements for Awarding ECTS Credits	Students must successfully complete learning activities (PASS/FAIL) throughout the course, as well as regularly participate in discussion forums and group activities. ECTS points will be awarded upon successful completion of the portfolio, which includes the results of all course learning activities (e.g., brief essay, case study, expert

	interviews, report, reflective learning journal, small group project, debate, bibliography/annotation).
ECTS Points and Grading	6 ECTS Grading Scale: 1,0 / 1,3 / 1,7 / 2,0 / 2,3 / 2,7 / 3,0 / 3,3 / 3,7 / 4,0 / 5,0 Learning activities will be graded as PASS/FAIL. At mid-semester, students will receive a progress report regarding their status in class, along with feedback for improvement.
Course Frequency/Cycle	Minimum once per academic year
Workload	180 hours (self-study: approx. 80 hours; learning activities: approx. 80 hours; participation: approx. 20 hours) 6 credit points per course
Course Length	15 weeks
Other Information	

<b>mtl230</b> <b>Student Life Cycle Management</b>	
Course Content and Learning Objectives	<p>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.</p> <p><b>Learning Objectives:</b></p> <p>At the end of this course, students should be able to:</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Identify specific student needs and service requirements at various touch points within the student lifecycle.</li> <li>3. Develop TEL programs and services targeted toward diverse and heterogeneous learner groups.</li> <li>4. Structure the management of TEL programs and technology use so that it reflects student requirements at each lifecycle phase.</li> </ol>
Teaching and Learning Forms	Discussion forums, group activities, learning activities, webinars, self-study, online seminars with guest experts
Prerequisites	Proficiency in internet and Microsoft Office use; self-organization skills; mtl100, mtl105
Course Use/Reuse	Elective. Course module is shared with the Higher Education Management (HEM) Certificate of Advanced Studies (CAS).
Requirements for Awarding ECTS Credits	Students must successfully complete learning activities (PASS/FAIL) throughout the course, as well as regularly participate in discussion forums and group activities. ECTS points will be awarded upon successful completion of the portfolio, which includes the results of all course learning activities (e.g., brief essay, case study, expert interviews, report, reflective learning journal, small group project, debate, bibliography/annotation).

ECTS Points and Grading	<p>6 ECTS</p> <p>Grading Scale: 1,0 / 1,3 / 1,7 / 2,0 / 2,3 / 2,7 / 3,0 / 3,3 / 3,7 / 4,0 / 5,0</p> <p>Learning activities will be graded as PASS/FAIL. At mid-semester, students will receive a progress report regarding their status in class, along with feedback for improvement.</p>
Course Frequency/Cycle	Minimum once per academic year
Workload	<p>180 hours (self-study: approx. 80 hours; learning activities: approx. 80 hours; participation: approx. 20 hours)</p> <p>6 credit points per course</p>
Course Length	15 weeks
Other Information	

<b>mtl235</b> <b>Managing Diversity</b>	
Course Content and Learning Objectives	<p>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.</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Articulate a foundational understanding of diversity, social justice, equity, and inclusion within the context of open and distance learning (ODL)</li> <li>2. Understand how one is affected by and participates in maintaining systems of oppression, power, and privilege.</li> <li>3. Integrate knowledge of the module's foundational concepts into one's own higher education practice, specifically within technology enhanced learning (TEL) environments.</li> <li>4. Assess current or future diversity services and requirements within TEL environments.</li> <li>5. Analyze the importance of diversity management within the institutional system as a whole.</li> <li>6. Assess how diversity management depends on a variety of contextual variables, including country, culture, laws, and institutional regulations and policies.</li> </ol>
Teaching and Learning Forms	Discussion forums, group activities, learning activities, webinars, self-study, online seminars with guest experts
Prerequisites	Proficiency in internet and Microsoft Office use; self-organization skills; mtl100, mtl105
Course Use/Reuse	Elective. Course module is shared with the MBA program and the Higher Education Management (HEM) Certificate of Advanced Studies (CAS).
Requirements for Awarding ECTS Credits	Students must successfully complete learning activities (PASS/FAIL) throughout the course, as well as regularly participate in discussion forums and group activities. ECTS points will be awarded upon successful completion of the portfolio, which includes the results of all course learning activities (e.g., brief essay, case study, expert interviews, report, reflective learning journal, small group project, debate, bibliography/annotation).

ECTS Points and Grading	<p>6 ECTS</p> <p>Grading Scale: 1,0 / 1,3 / 1,7 / 2,0 / 2,3 / 2,7 / 3,0 / 3,3 / 3,7 / 4,0 / 5,0</p> <p>Learning activities will be graded as PASS/FAIL. At mid-semester, students will receive a progress report regarding their status in class, along with feedback for improvement.</p>
Course Frequency/Cycle	Minimum once per academic year
Workload	<p>180 hours (self-study: approx. 80 hours; learning activities: approx. 80 hours; participation: approx. 20 hours)</p> <p>6 credit points per course</p>
Course Length	15 weeks
Other Information	

<b>mtl240</b> <b>Advanced Issues in Technology Enhanced Learning (TEL)</b>	
Course Content and Learning Objectives	<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> <p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Identify and report on emerging trends and developments within technology and education and their significance to TEL.</li> <li>2. Explore and examine the factors that contribute to and impact the changing landscape of ODL.</li> <li>3. Analyze the extent to which new developments have the potential to influence practice.</li> <li>4. Critically reflect on ethical issues related to new technological applications such as artificial intelligence in education.</li> </ol>
Teaching and Learning Forms	Discussion forums, group activities, learning activities, webinars, self-study, online seminars with guest experts
Prerequisites	Proficiency in internet and Microsoft Office use; self-organization skills; mtl100, mtl105
Course Use/Reuse	Module is currently not in use by other programs, but could potentially be adopted by other programs such as the MBA program.
Requirements for Awarding ECTS Credits	Students must successfully complete learning activities (PASS/FAIL) throughout the course, as well as regularly participate in discussion forums and group activities. ECTS points will be awarded upon successful completion of the portfolio, which includes the results of all course learning activities (e.g., brief essay, case study, expert interviews, report, reflective learning journal, small group project, debate, bibliography/annotation).

ECTS Points and Grading	<p>6 ECTS</p> <p>Grading Scale: 1,0 / 1,3 / 1,7 / 2,0 / 2,3 / 2,7 / 3,0 / 3,3 / 3,7 / 4,0 / 5,0</p> <p>Learning activities will be graded as PASS/FAIL. At mid-semester, students will receive a progress report regarding their status in class, along with feedback for improvement.</p>
Course Frequency/Cycle	Minimum once per academic year
Workload	<p>180 hours (self-study: approx. 80 hours; learning activities: approx. 80 hours; participation: approx. 20 hours)</p> <p>6 credit points per course</p>
Course Length	15 weeks
Other Information	

<p><b>mam</b> <b>Master's Thesis and Colloquium</b></p>	
<p>Course Content and Learning Objectives</p>	<p>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.</p> <p>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.</p> <p><b>Learning Objectives:</b></p> <p>At the end of this course, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Independently formulate a clear and articulate research question</li> <li>2. Develop a research design suitable for effectively addressing the research question</li> <li>3. Apply relevant research models and methods to independently construct and develop a master's thesis</li> <li>4. Demonstrate and apply their knowledge of the formal requirements for preparing a scientific thesis</li> </ol>
<p>Teaching and Learning Forms</p>	<p>Internet-based discussion forums, learning activities, webinars, self-study</p>
<p>Prerequisites</p>	<p>Students must have completed at least 72 credit points of course modules before registering for the master's thesis.</p>
<p>Course Use/Reuse</p>	<p>Required. Course module is specific to the MTEL program and is structured similarly to other C3L master's thesis modules.</p>

Requirements for Awarding ECTS Credits	Students must have completed at least 72 credit points of course modules before registering for the master's thesis. In addition, students must actively and regularly participate in the online master's colloquium. ECTS points will be awarded upon successful completion and submission of the exposé and the master's thesis.
ECTS Points and Grading	18 ECTS Grading Scale: 1,0 / 1,3 / 1,7 / 2,0 / 2,3 / 2,7 / 3,0 / 3,3 / 3,7 / 4,0 / 5,0
Course Frequency/Cycle	Minimum once per semester
Workload	540 hours 18 credit points per course
Course Length	6 months
Other Information	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.