

GT101 Module Specification

1. Factual information			
Module title	GT101: Learning and Information Technology وتقنية	Level	1
Module tutor	Ms. Intisar Othman	Credit Hours	3
Module type	Taught	Notional learning hours	

2. Rationale for the module and its links with other modules
Learning and Information Technology is a fundamental module for all students enrolled in Arab Open University. It provides students a college level academic experiences that develop self-learning skills. It also provides students with a broad introduction to computing and Information Technology concepts and principles.

3. Aims of the module
<p>The module aims to:</p> <ul style="list-style-type: none"> • Introduce e-Learning concepts such as meaning, accessibility, skills, and resources. • Help students to develop their understanding about flexible learning. • Prepare the student for further academic studies by helping them develop their study skills. • Enhance student's knowledge about basic computer system applications, big data, IoT and AI. • Familiarize with the basic concepts of Information Technology: Internet, Web, and Systems. • Introduce students to the concepts of security and ethics.

4. Pre-requisite modules or specified entry requirements
No previous knowledge is required.

5. Intended learning outcomes	
A. Knowledge and understanding	Learning and teaching strategy
<p>Students will be able to:</p> <p>Define the different learning styles.</p> <p>Describe the differences between conventional and blended-learning education systems.</p> <p>Understand how to create learning opportunities that are adapted to learners.</p> <p>Understand the development of learning strategies to promote effective learning.</p> <p>Explain the Web and Internet inventions.</p> <p>Explain different parts in computer system.</p> <p>Explain different terms in digital communication such as network, connectivity, wireless, server, client and IoT.</p> <p>Describe the e-commerce and big data.</p> <p>Understand clearly the difference between privacy and security.</p> <p>Describe what are computer ethics and computer crime.</p>	<ul style="list-style-type: none"> • Knowledge and understanding are acquired at all levels through specially prepared course manuals, resource books, videos and CD-ROMs, self-assessment exercises, group tutorials, individual tutor support, specially prepared research exercises, library study days and internet-based educational research activities. A selection of these media is used in each course that makes up the degree. • Knowledge and understanding are assessed by means of tutor-marked assignments (TMAs), written examinations (MTAs and Finals). In addition, students are encouraged to assess themselves informally by means of activities and exercises contained in the course manuals, and through reflection on the comments received on TMAs and examinations. • 25% face-to-face tutorial sessions. • Office hours. • Forums on the LMS.

B. Cognitive skills	Learning and teaching strategy
<p>Students will be able to:</p> <p>B.1. Learn by themselves and describe the difference between learning styles.</p> <p>B.2. Apply problem-solving techniques.</p> <p>B.3. Compare different learning strategies.</p> <p>B.4. Apply skills needed for effective learning.</p> <p>B.5. Use an understanding of individual and group behavior to create an active learning environment.</p> <p>B.6. Deal with computer problems.</p> <p>B.7. Describe the Web and search engines.</p>	<ul style="list-style-type: none"> • 25% face-to-face tutorial sessions. • TMA work. • Course learning booklets and e-learning support material. • Office hours. • Case studies. • Learning from the feedback on the continuous assessment components (TMA work + MTA). • Forums on the LMS. • Cognitive skills are developed and practiced through the learning and teaching methods and the courses' resources, through a range of activities including self-assessment and practical exercises and observations. Students will also have the opportunity to learn and practice these through group or individual tutorial work supported by tutor feedback. Each of the programme courses provides students with the opportunity to identify their strengths and weaknesses in respect of each of the cognitive skills, to reflect on their progress in addressing their weaknesses and improving and consolidating their strengths. • These skills are assessed by the formal and informal means identified above. Particular emphasis is placed in the courses on enabling the student to assess his own progress by means of structured activities and exercises, and through self-assessment of progress at the end-of-course units.

C. Practical and professional skills	Learning and teaching strategy
<p>Students will be able to:</p> <p>C.1. Read analytically and critically for learning and avoid plagiarisms.</p> <p>C.2. Connect and surf the internet, search using the search engines and send and receive email, and share files in a secure way, and avoid computer crime and use computer ethically.</p> <p>C.3. Organize and manage a plan for optimal learning.</p> <p>C.4. Enhance the learning environment by incorporating the use of technological equipment.</p> <p>C.5. Operate the computer system properly and interact with applications and programs confidently.</p> <p>C.6. Communicate with others electronically (Email, instant messaging, blogs, micro-blogs and wikis) and Initiate a transaction electronically (e-commerce) in a secure way and use the social media in the process of learning and communication with others.</p>	<ul style="list-style-type: none"> • 25% face-to-face tutorial sessions. • TMA work. • Course learning booklets and e-learning support material. • Case studies. • Office hours. • Learning from the feedback on the continuous assessment components (TMA work + MTA). • Forums on the LMS. • Practical and professional skills refer to the professional and vocational relevance of the degree. They are developed through the learning method and resources identified in relation to knowledge and understanding. Throughout each course emphasis is placed on developing a reflective and coherent approach to central professional issues, through the use of both 'problem-type' and 'essay-type' questions. • Students are assessed on these skills through a range of activities and exercises, projects.

D. Key transferable skills	Learning and teaching strategy
<p>Students will be able to:</p> <p>D.1. Interact effectively within a group using social media and electronic conferencing techniques.</p> <p>D.2. Working in groups using the LMS system and course forum online and contribute to discussions on a conference using instant messaging.</p>	<ul style="list-style-type: none"> • 25% face-to-face tutorial sessions. • TMA work. • Course learning booklets and e-learning support material. • Case studies. • Office hours.

D. Key transferable skills	Learning and teaching strategy
<p>D.3. Improve own learning and performance.</p> <p>D.4. Work independently, scheduling (schedule) tasks and manage time effectively.</p> <p>D.5. Utilize effective environments for learning.</p> <p>D.6. Take responsibility for personal and professional learning.</p> <p>D.7. Manage learning time effectively.</p>	<ul style="list-style-type: none"> • Learning from the feedback on the continuous assessment components (TMA work + MTA). • Forums on the LMS. • Key skills are taught and developed throughout the program by a combination of published teaching materials, textbooks, detailed tutor feedback on written work, participation in tutorials and practical activities and exercises, projects. • Students are assessed throughout their period of study and are supported by tutor feedback and assignments as well as assessment of peers, of tutors.

6. Indicative content
<ul style="list-style-type: none"> • Open Education and e-learning • Communication and Thinking Skills • Examinations in Flexible Learning • System Software and Hardware • Information Technology, Internet, Web and Basic Application Software • Communications and Networks • Privacy, Security, and Ethics

7. Assessment strategy, assessment methods and their relative weightings
<p>TMA Work: 20% (Face-2-Face and Online Activities)</p> <p>MTA: 30% (Online)</p> <p>Final Exam: 50% (Online)</p>

8. Mapping of assessment tasks to learning outcomes																	
Assessment Tasks	Learning outcomes																
	A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8	A 9	A10	B 1	B 2	B 3	B 4	B 5	B 6	B 7
TMA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
MTA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓			✓	✓
Final Exam	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓			✓	✓
Assessment Tasks	Learning outcomes																
	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	D7				
TMA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
MTA																	
Final Exam																	

9. Teaching staff associated with the module	
Tutor's name and contact details	Contact hours
Ms. Intisar Othman, iothman@aou.edu.kw	TBA

10. Key reading list				
Author	Year	Title	Publisher	Location
Customized version supported by McGraw Hill connect facilities	2019	Information Technology and learning at a distance	McGraw-Hill	USA
Daniel Mittleman and Douglas Druckenmille	2018	Annual Editions: Technologies, Social Media, and Society, 23 rd edition	McGraw-Hill	USA
Timothy O'Leary and Linda O'Leary and Daniel O'Leary	2019	Computing Essentials, 27 th edition	McGraw-Hill	USA
Michael W. Allen	2016	Michael Allen's Guide to e-Learning	Wiley; 2 edition	

10. Key reading list				
Author	Year	Title	Publisher	Location
Gary Miller	2013	Leading the e-Learning Transformation of Higher Education	Stylus Publishing	
Michael Simonson	2014	Teaching and Learning at a Distance: Foundations of Distance Education, 6th Edition 6 th edition	Information Age Publishing	
Michael G. Moore	2011	Distance Education: A Systems View of Online Learning (What's New in Education) 3 rd edition	Cengage Learning	
Ryan Watkins	2013	E-Learning Companion: Student's Guide to Online Success 4 th edition	Cengage Learning	
Caroline Haythornthwaite	2011	E-learning Theory and Practice 1 st edition	SAGE Publications Ltd	
Peter Hollins	2018	The Science of Self-Learning: How to Teach Yourself Anything, Learn More in Less Time, and Direct Your Own Education	Independently published	
Todd Stanley	2018	Authentic Learning: Real-World Experiences That Build 21st-Century Skills	Prufrock Press	
Kaye Shelton	2005	An Administrator's Guide to Online Education (PB) (USDLA Book Series on Distance	Information Age Publishing	
Gary Miller	2013	Leading the e-Learning Transformation of Higher Education: Meeting the Challenges of Technology and Distance Education	Stylus Publishing	
Timothy J. Cleary	2018	The Self-Regulated Learning Guide 1st Edition	Routledge	
Linda B. Nilson	2013	Creating Self-Regulated Learners: Strategies to	Stylus Publishing	

10. Key reading list				
Author	Year	Title	Publisher	Location
		Strengthen Students' Self-Awareness and Learning Skills		
Michael Kallet	2014	Critical Thinking to Improve Problem –Solving and Decision – Making Skills	Wiley	

11. Other indicative text (e.g. websites)

12. Disability Accommodation
Enquiries for academic accommodations by students with a documented disability and /or learning difficulties should be directed to the module tutor.

13. Academic Honesty

All AOU students should be committed to uphold the AOU's Honour Code which states that AOU students should

- accept responsibility for learning
- conduct themselves with honour and integrity at all times
- not deceive
- not plagiarize
- not fabricate
- not commit professional misconduct
- not lie
- not cheat
- not steal
- not personate
- not accept the actions of those who plagiarize, cheat, lie, or steal
- report violations of the Honour Code

Students should know that ignorance of the university rules and regulations will not be accepted as an excuse for violation of the AOU's Honour Code

For additional information please visit:

- <http://www.arabou.edu.kw>
- https://arabou.edu.kw/files/plagiarism_mat.pdf
- http://en.wikipedia.org/wiki/Academic_dishonesty