EDST4010

Practice of Teaching: ICT in the Secondary School

Session 1, In person-scheduled-infrequent, North Ryde 2024

Macquarie School of Education

Contents

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General Information

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Credit points
10

Prerequisites
EDST3010 or EDST301

Corequisites
10cp from EDTE4100-EDTE4420

Co-badged status

Unit description
The aim of EDST4010 is to develop students' understanding and knowledge of effectively using ICT and integrating ICT into secondary school teaching. Learning activities will enhance students' cognisance of trending technologies and ICT issues in education. Students will learn to evaluate relevant ICT educational resources and explore pedagogical approaches to using ICT in education and during professional experience. Students will also undertake a professional experience placement as part of the coursework for the unit. Students will build a research-informed understanding of utilising ICT to support effective teaching and learning in secondary school contexts.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

ULO1: Explain the implications of current issues in ICT and its impact on teaching and learning in secondary school environments.

ULO2: Select and evaluate a range of ICT resources that engage students in their learning.

ULO3: Demonstrate understanding of the literature and theory of learning and teaching underpinning the effective integration of ICT in the classroom.

ULO4: Select and organise subject content and ICT resources in ways which engage and enhance student learning outcomes.

ULO5: Plan teaching and learning resources that embed current technologies and align outcomes, student activities, assessment, feedback and reporting.

ULO6: Design technology-based tasks that are engaging and that enable the collection of data regarding student progress towards syllabus outcomes.

General Assessment Information

- Students should be aware of and apply the University policy on academic honesty (see: https://policies.mq.edu.au/document/view.php?id=3)

- Unless a Special Consideration (see: https://students.mq.edu.au/study/assessment-exams/special-consideration) request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a mark of, 0 (zero) will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11:55pm. A 1-hour grace period is provided to students who experience a technical issue. This late penalty will apply to non-timed sensitive assessment (incl essays, reports, posters, portfolios, journals, recordings etc).

- Late submission of time sensitive tasks (such as tests/exams, performance assessments/presentations, scheduled practical assessments/labs etc) will only be addressed by the unit convenor in a Special consideration application. Special Consideration outcome may result in a new question or topic.

- Please format assessments using 12-point font and 1.5 spacing.

- All assessments are submitted electronically. Turnitin plagiarism detection software is used to check all written assessments.

- Students can use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.

- Students should carefully check that they submit the correct file for an assessment as no re-submissions will be accepted after the due date and time, including instances where students upload an incorrect file in error.

- Word limits are strictly applied. Work above the word limit will not be marked.

- All assessments are marked using a clear marking scheme or a rubric.

- Marking of all assessments is moderated by the Unit Convenor.

- Applications for extensions must be made via AskMQ (https://ask.mq.edu.au/).

- It is not the responsibility of unit staff to contact students who have failed to submit assessments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

University policy on grading

Criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. For Professional Experience (PEx) units the PE Report is marked as satisfactory or unsatisfactory and the Teaching Performance Assessment (in final PE units) is marked as not meets, meets or exceeds.

Descriptive Criteria for awarding grades in the unit

To meet the unit outcomes and successfully pass this unit, students should attempt all assessment tasks.

Grade	Descriptor
HD (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem-solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
D (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.

Cr (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
P (Pass)	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes
F (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

Note: If you fail a unit with a professional experience component, the fail grade will be on your transcript irrespective of the timing of the placement.

Withdrawing from this unit

If you are considering withdrawing from this unit, please seek academic advice via https://ask.mq.edu.au before doing so as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact your course progression.

Results

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit https://ask.mq.edu.au

Assessment Tasks

Name	Weighting	Hurdle	Due
Video Presentation	50%	No	23:55 on Sunday 7 April 2024
ICT Solution	50%	No	23:55 on Sunday 9 June 2024
Professional Experience Report	0%	Yes	23:55 on Friday 14 June 2024

Video Presentation

Assessment Type [1]: Media presentation

Indicative Time on Task [2]: 6 hours
Due: **23:55 on Sunday 7 April 2024**
Weighting: **50%**

Select and research a piece of ICT and discuss the implication of using it in the classroom.

On successful completion you will be able to:
- Explain the implications of current issues in ICT and its impact on teaching and learning in secondary school environments.
- Select and evaluate a range of ICT resources that engage students in their learning.
- Demonstrate understanding of the literature and theory of learning and teaching underpinning the effective integration of ICT in the classroom.
- Select and organise subject content and ICT resources in ways which engage and enhance student learning outcomes.

ICT Solution

Assessment Type [1]: Design Task
Indicative Time on Task [2]: 6 hours
Due: **23:55 on Sunday 9 June 2024**
Weighting: **50%**

Students identity and explain an educational need or opportunity present their professional experience secondary school and provide details on the ICT solution that they developed and implemented to meet this need.

On successful completion you will be able to:
- Select and evaluate a range of ICT resources that engage students in their learning.
- Demonstrate understanding of the literature and theory of learning and teaching underpinning the effective integration of ICT in the classroom.
- Select and organise subject content and ICT resources in ways which engage and enhance student learning outcomes.
- Plan teaching and learning resources that embed current technologies and align outcomes, student activities, assessment, feedback and reporting.
- Design technology-based tasks that are engaging and that enable the collection of data regarding student progress towards syllabus outcomes.

Professional Experience Report

Assessment Type [1]: Field work task
Indicative Time on Task [2]: 0 hours
Due: **23:55 on Friday 14 June 2024**
Weighting: **0%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

Submission of the final professional experience report form completed by the students' Supervising Teacher and the register which shows the dates attended at the school and activities undertaken by the student on their professional experience.

On successful completion you will be able to:

• Explain the implications of current issues in ICT and its impact on teaching and learning in secondary school environments.

• Select and evaluate a range of ICT resources that engage students in their learning.

• Demonstrate understanding of the literature and theory of learning and teaching underpinning the effective integration of ICT in the classroom.

• Select and organise subject content and ICT resources in ways which engage and enhance student learning outcomes.

• Plan teaching and learning resources that embed current technologies and align outcomes, student activities, assessment, feedback and reporting.

• Design technology-based tasks that are engaging and that enable the collection of data regarding student progress towards syllabus outcomes.

[1] If you need help with your assignment, please contact:

• the academic teaching staff in your unit for guidance in understanding or completing this type of assessment

• the Writing Centre for academic skills support.

[2] Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

Required and recommended texts

For the PEX component: Cavanagh, M., & Prescott, A. (2021). *Your professional experience handbook: A guide for pre-service teachers.* 2nd edition. Pearson

For the PEX component: MQ School of Education Professional Experience website https://www.mq.edu.au/faculty-of-arts/departments-and-schools/macquarie-school-of-education/professional-experience

For the Academic ICT component: Bower, Matt. (2017). *Design of Technology-Enhanced Learning : Integrating Research and Practice*, Emerald Publishing Limited. Available in E-Book format. Chapter 1 is required reading. All chapters are recommended.

Information about the unit iLearn site

This unit has a full web presence through iLearn.

Students will need regular access to a computer and the Internet to complete this unit.

Weekly access to iLearn is compulsory for all students. Important assessment information will be posted here, as will other relevant unit notices and materials, including a reading template and guide to lecture note taking to assist your studies.

Various activities and materials for discussion and critical reflection are included and students enrolled in INFQ or online mode are especially encouraged to use this web component. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly.

Weekly lectures are available on the web through the ECHO360 lecture component. You must listen to all lectures.

PowerPoint slides are available in iLearn in advance of the weekly lecture and/or are available in the Active Learning Tool.

Access and technical assistance

Information for students about access to the online component of this unit is available at https://ilearn.mq.edu.au/login/index.php. You will need to enter your student username and password.

Please do NOT contact the Unit Convenor regarding iLearn technical help.

Assistance is available from IT Helpdesk

Ph: 9850 4357 or 1800 67 4357

Log a request: help.mq.edu.au.

On Campus: Ground floor at 18 Wally's Walk

Other useful information about how the teaching is structured. Suggested wording below. Please amend for your unit.

Structure

The unit structure can be found in the university timetable https://timetables.mq.edu.au/2024/ In the tutorial students will discuss issues and questions arising from the lectures and prescribed readings. They are expected to base their arguments/discussions on evidence from published research and other relevant material. There will be a supporting iLearn site for the unit providing additional readings, links and materials.

The weekly program for the course with the accompanying readings/ preparation is available on the following pages or on the unit iLearn site.

Unit Schedule

The **ICT coursework** component of EDST4010 is convened by Bronwyn Tregenza. There are formal, regular workshops for the ICT coursework component where attendance and active participation is an expectation. Please see ilearn for further information.

The **PEX component** of EDST4010 is convened by Dr Susan Caldis. There are no formal, regular workshops for the PEX component, however, in the lead-up to PEX there will be zoom sessions and drop-in sessions organised as necessary. Please see ilearn for further information

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://policies.mq.edu.au). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Assessment Procedure
- Complaints Resolution Procedure for Students and Members of the Public
- Special Consideration Policy

Students seeking more policy resources can visit Student Policies (https://students.mq.edu.au/support/study/policies). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit Policy Central (https://policies.mq.edu.au) and use the search tool.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/admin/other-resources/student-conduct

Results

Results published on platform other than eStudent, (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

Academic Integrity

At Macquarie, we believe academic integrity – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free online writing and maths support, academic skills development and wellbeing consultations.

School of Education Procedures

In addition, the following policies and procedures of the School of Education are applicable in this unit.

Attendance for undergraduate units

See the university timetable for information about when classes begin in this unit. https://timetables.mq.edu.au/2024/

Activities completed during weekly tutorials (DAY or ONLINE DAY mode) or on campus days (INFQ mode) are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit [and to meet the AITSL Graduate Teacher Standards and/or ACECQA requirements]. Attendance at all tutorials or on campus days is expected and the roll will be taken. Make up tasks may be given if attendance is missed to ensure all content is covered to meet accreditation requirements.

Students are required to attend the tutorial in which they are enrolled. Any changes to tutorial enrolments must be completed officially through e-student. Please do not contact the unit convenor requesting a change.

Fail Rule

This unit is a part of a professional course listed on Schedules 2 and 3 of the Academic Progression Policy. This course has additional requirements that are applicable for the full duration of the course, including course-specific inherent requirements, Fitness to Practice requirements and other compulsory course requirements. It also has rigorous academic progression standards. Inability to meet these requirements may result in a withdrawal of offer of admission and/or permanent exclusion from the course in accordance with the General Coursework Rules.

Passing a Professional Experience Unit

To pass a Professional Experience unit, students must achieve a satisfactory result for their professional experience placement AND achieve a satisfactory result overall for their academic assessment tasks (where applicable) in the unit.

Professional Experience Unit Placement Expectations

- Students must be able to present evidence of completion of several tasks prior to session census date (or as otherwise advised) in order to receive a placement for Professional Experience. Please check your email from the Work Integrated Learning (WIL) Office. Requirements are outlined here as well: https://education.nsw.gov.au/teaching-and-learning/professional-learning/pl-resources/pre-service-teacher-resources/induction-for-pre-service-teachers/mandatory-pre-requisites-for-pre-service-teachers-participating-

- Students must have submitted all written assessment tasks and/or associated unit component requirements prior to the commencement of the block.

- Students who are completing a unit offered by another department are expected to inform and negotiate with that unit convenor about their professional experience block dates and to discuss how that unit's requirements can be met. For some situations, it may mean that you are enrolled externally for that unit so that your attendance for tutorials for that unit is not impacted.

- Feedback from Tertiary Supervisors and/or Supervising Teachers is of a general nature. It is incumbent on the student to check the requirements of any assessments or bookwork prior to submission.

- If a Student is identified as being in need of additional support for Professional Practice and/or Bookwork, the School of Education's 'Additional Support' procedure will be activated.

- Students may not be able to commence their placement until all alleged academic honesty breaches have been investigated and concluded.

- The timing of placements can vary. For placements early in the Session, Fail grades may be approved by the University prior to the end of Session for students who do not meet the placement expectations of the Unit.

Fitness to practice requirements

- Macquarie University operates under a 'Fitness to Practice' model as specified in the University's Academic Progression Policy. For this Unit, this means that, when undertaking a placement, a student is declaring that they are able to demonstrate professional competence, acceptable professional behaviour, freedom from impairment, and compliance with program specific requirements needed for a student to practice properly and safely throughout their Practical, Clinical or Professional program or unit. It is the responsibility of the student to determine whether they are fit to undertake a placement. Therefore, if a student is feeling unfit to undertake a placement, they should not do so. For more information https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/academic-progression

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

The Writing Centre

The Writing Centre provides resources to develop your English language proficiency, academic writing, and communication skills.

- Workshops
- Chat with a WriteWISE peer writing leader
- Access StudyWISE
- Upload an assignment to Studiosity
- Complete the Academic Integrity Module

The Library provides online and face to face support to help you find and use relevant information resources.

- Subject and Research Guides
- Ask a Librarian

Student Services and Support

Macquarie University offers a range of Student Support Services including:

- IT Support
- Accessibility and disability support with study
- Mental health support
- Safety support to respond to bullying, harassment, sexual harassment and sexual assault
- Social support including information about finances, tenancy and legal issues

- Student Advocacy provides independent advice on MQ policies, procedures, and processes

Student Enquiries

Got a question? Ask us via AskMQ, or contact Service Connect.

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.

The 5R's Framework

The 5Rs Framework, developed by the School of Education at Macquarie University, is embedded throughout your teacher education course.

Your use of the 5Rs Framework will help you develop the capabilities that will make your teaching career sustainable and fulfilling.

In this unit, you will learn using the 5Rs framework in the following important ways:

* Reflexivity, Responsiveness, Ready to Learn

Unit information based on version 2024.01 of the Handbook