



EDCN866

Leading and Managing Online Learning Environments

S2 External 2014

Education

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General Information

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Credit points

4

Prerequisites

Admission to MA in Education Studies or MEChild or PGDipEChild or PGCertEChild or MEd or MEdLead or PGDipEdLead or PGCertEdLead or PGDipEdS or PGCertEdS or MHEd or PGDipHEd or PGCertHEd or MSpecEd or PGDipSpecEd or PGCertSpecEd or MTeach(Birth to Five Years) or MTransInterPed

Corequisites

Co-badged status

Unit description

This unit is designed to guide participants through an exploration of the possibilities and imperatives of new information and communication technologies for learning and teaching. The structural, human, political, and cultural issues underpinning the development of e-learning environments will be examined along with the theoretical constructs underpinning effective leadership and management strategies in this area.

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:

On completion of this Unit you should have the knowledge and skills to: 1) critique the

role of information and communications technologies in the design and delivery of education 2) analyse the eLearning environment in your institution and identify critical issues related to integrating ICTs into the curriculum , developing technical infrastructure , developing student and staff capability and ensuring quality and sustainability 3) critically reflect on the leadership and management implications for your institution that relate to these issues 4) analyse you own institutional environment and identify the key structural, human, political and cultural issues that need to be addressed to lead and manage innovation and change 5) research and evaluate different leadership and management strategies for addressing the identified issues in your own context.

General Assessment Information

1. You must prepare and present all written work associated with your Assessment Tasks in accordance with the requirements of the Publication Manual of the American Psychological Association. For a summary and examples of the key APA guidelines, see: <http://owl.english.purdue.edu/owl/resource/560/01/>
2. All written work must be submitted as Microsoft Word files or as rich text format (RTF) files through the iLearn assignment submission tool. Your name and the number of the assessment task should appear in the header and/or footer of every page of your submission.
3. All Assessment Tasks should be submitted through iLearn.
4. When naming files please adopt the following convention: (Your Surname)(Initial of Your First Name) - (Assignment number) eg: VlachopoulosP-Assignment 1

Assessment Tasks

Name	Weighting	Due
<u>Contributions and reflection</u>	20%	7/11/2014
<u>Theoretical Constructs</u>	15%	12/9/2014
<u>Professional Communication</u>	15%	Various weeks
<u>Major Assignment</u>	50%	17/11/2014

Contributions and reflection

Due: **7/11/2014**

Weighting: **20%**

Contributions:

Associated with each module are learning activities based around a discussion forum. It is expected

that you will make regular contributions to the discussions as these help to form a community of practice and enable you to learn from each other.

Expectations about the postings: Your postings to the online discussions should reflect an understanding of your own context and the course material. You should also bring in related practice

based examples experience and readings that you have encountered throughout your professional practice.

Your postings should advance the group's negotiation of ideas and meanings about the material.

Some ways you can further discussions include:

- expressing opinions or observations - where possible, support your ideas by more than personal opinion and refer to theoretical perspectives or examples provided in the course materials
- making a connection between the current discussion and previous discussion, personal experience or from the readings
- commenting on or asking for clarification of another student's statement
- posting a substantive question aimed at furthering the group's understanding

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Theoretical Constructs

Due: **12/9/2014**

Weighting: **15%**

This assignment is a 750 word written task designed to support your early reflections on the

theoretical constructs underpinning change, leadership and management introduced in Modules 1 and 2.

Your task:

Change is a process, not a single event. Discuss this statement in relation to leading and managing the changing technological landscape in your own institution (or educational institutions in general)

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Professional Communication

Due: **Various weeks**

Weighting: **15%**

Throughout the unit you will be expected to communicate in a variety of ways with your peers. Everyone is expected to contribute regularly to the forum discussions. In addition you will be required to either present at a seminar (a requirement for internal and international students and optional for distance) or facilitate a forum discussion (distance students).

In week 1 you will be asked to nominate (via a wiki in the online unit) whether you will be contributing by either:

1. attending the seminars in person, doing a seminar presentation and submitting a scholarly reflection on the key issues arising in the seminar (for internal and international students; optional for distance)

OR

2. facilitating one of the online forums and submitting a scholarly reflection on the key issues arising in the forum (for those who cannot attend the seminars)

The reflections will be posted online to provide multiple perspectives to issues, challenges and strategies for addressing these.

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Major Assignment

Due: **17/11/2014**

Weighting: **50%**

The major assignment is a report of 2,500 words which is designed to consolidate your learning throughout the unit. The learning activities (readings, reflections, presentations and discussions) have all been designed to contribute to this final piece of work. Writing within a defined word limit is an important skill to develop so please stay within the limit.

Your task is to prepare a report for the executive of your organisation on the development of a high quality and sustainable eLearning environment. In your report you should:

Identify your vision for eLearning within your institution; briefly explain how this vision differs from current practice; and prepare a detailed analysis of the key issues that must be addressed and the roles and responsibilities of leaders and managers in addressing those issues.

Your analysis should identify **strengths and weaknesses** in relation to theoretical perspectives and examples of good practice that you have encountered.

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Delivery and Resources

1. The Unit is comprised of compulsory Modules of work and fortnightly seminars.
2. All teaching and learning activities are accessed and managed through the iLearn Unit.
3. To complete the Unit requirements satisfactorily you must have regular and reliable broadband access to the internet.
4. The online unit can be accessed through <http://ilearn.mq.edu.au>.
5. To find out more about how to use the tools in your unit, the technical requirements for accessing your unit, the support and training available, and how your privacy and confidentiality is maintained visit <http://ilearn.mq.edu.au>.

Unit Schedule

Module	Aims	Weeks
Module 1: Developing an eLearning Environment	Aims to: <ol style="list-style-type: none">1. explore the notion of eLearning and what it means for your institution2. develop an understanding of the scope of change associated with developing eLearning environments	1 &2
Module 2: Leading and Managing Educational Change	Aims to: <ol style="list-style-type: none">1. explore the leadership and management issues arising from the changing environment2. explore the leadership and management conceptual frameworks underpinning educational change3. explore the scope and process of developing a vision in relation to the introduction of eLearning	3&4

Module 3: Developing the Curriculum	<p>Aims to:</p> <ol style="list-style-type: none"> 1. explore the impact of integrating ICTs into the curriculum 2. identify the infrastructure required for designing and developing ICTs-based courses and resources 3. explore the leadership and management challenges associated with integrating ICTs into the curriculum 	5&6
Module 4: Developing an Infrastructure for eLearning	<p>Aims to:</p> <ol style="list-style-type: none"> 1. explore the nature of the technical infrastructure required to support eLearning 2. identify the operational issues involved in developing the necessary infrastructure 3. explore the leadership and management issues associated maintaining and developing the infrastructure 	7&8
Module 5: Developing Staff and Student Capabilities	<p>Aims to:</p> <ol style="list-style-type: none"> 1. explore the developmental and support needs of staff and students in respect to eLearning 2. identify the infrastructure required for addressing staff and student needs 3. examine the implications of the provision of this infrastructure for leaders and managers 	9&10
Module 6: Ensuring Quality and Sustainability	<p>Aims to:</p> <ol style="list-style-type: none"> 1. explore what it means to establish high quality, sustainable eLearning environments 2. identify the key areas that need to be addressed to insure quality and sustainability 3. explore the leadership and management challenges associated with developing and maintaining sustainable and quality eLearning environments 	11&12

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and*

replaces the Special Consideration Policy.

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Student Support

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

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcome

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Assessment tasks

- Contributions and reflection
- Theoretical Constructs
- Major Assignment

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

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Assessment tasks

- Theoretical Constructs
- Major Assignment

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Assessment task

- Major Assignment

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Assessment tasks

- Contributions and reflection
- Professional Communication

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Assessment task

- Professional Communication

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcome

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Assessment task

- Professional Communication