



EDUC261

Information and Communication Technologies and Education

S1 Day 2014

Education

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Disclaimer

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General Information

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Credit points

3

Prerequisites

12cp or EDUC105 or EDUC106 or EDUC107

Corequisites

Co-badged status

Unit description

This unit considers ways in which information and communication technology is changing education. It is particularly concerned with issues related to the use of technology in the classroom: how to successfully select and apply learning technologies to achieve intended learning outcomes; the new literacies that educational technologies create; and appropriate pedagogies for the contemporary global classroom. Practical application of these understandings is developed through a series of skills-based workshops that focus on how to effectively design learning tasks using the contemporary technological approaches being discussed.

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:

Perform basic contemporary ICT related tasks use computer software/hardware and the internet (for instance, creating accounts, searching for information, uploading files, posting data)

Describe a range of contemporary ICTs and critically evaluate their potentials for educational purposes

Develop ICT-based learning designs based on appropriate selection and use of contemporary educational technologies

Critically evaluate and justify technology selection and design decisions with reference to current scholarly commentary, research and theory in pedagogy regarding ICTs in educational contexts

Articulate strategies for classroom management that promote inclusive education

Explain in a broad sense how ICTs impact on our social, cultural and educational lives

Model positive attitudes and social behaviours relating to the integration of ICTs within teaching and learning, including effective participation in groupwork processes.

Assessment Tasks

Name	Weighting	Due
Assessment 1	10%	11:55pm Monday 17th March 2014
Assessment 2	30%	11:55pm Monday 7th April 2014
Assessment 3	30%	11:55pm Monday 2nd June 2014
Assessment 4	30%	In tutorial classes in Week 13

Assessment 1

Due: **11:55pm Monday 17th March 2014**

Weighting: **10%**

At some stage during the first week and a half of the unit (by Wednesday 12/3/14) students are to select a contemporary learning technology (either software, hardware or website) and provide a summary of it on the course wiki. By the beginning of week three (by 17/3/14) students should

ensure that their page is appropriately situated and linked to other pages on the wiki.

Student performance will be assessed based on the following criteria:

1. the page provides a clear and concise summary of the technology
2. the page describes ways in which the technology could be used for pedagogical purposes (and any foreseeable issues associated with implementing the technology)
3. the page is clearly formatted (students may also wish to add pictures and/or videos to improve the aesthetic appeal of their page, though this is not required)
4. the page is appropriately situated within the wiki
5. the page is linked to other appropriate pages on the wiki
6. the page references external sources of information.

This exercise should be treated as an opportunity to help each other define the knowledge space rather than as an onerous assessment task. The length of the summary and description should not exceed 300 words.

On successful completion you will be able to:

- Perform basic contemporary ICT related tasks use computer software/hardware and the internet (for instance, creating accounts, searching for information, uploading files, posting data)
- Describe a range of contemporary ICTs and critically evaluate their potentials for educational purposes

Assessment 2

Due: 11:55pm Monday 7th April 2014

Weighting: 30%

Students are to construct a LAMS sequence for a forty minute lesson, and provide a justification for the approaches that have been applied. The main purpose of this task is to establish that students can develop a technology-based lesson using sound pedagogical principles. The rationale behind the development of the sequence is as important as the technical construction of the sequence, and the marks awarded will reflect this.

Students are to submit a justification in the form of a report (500 words) to explain their pedagogical design decisions that underpin the LAMS sequence that has been constructed. *Students are expected to refer to literature to justify the approaches that have been adopted.* Students should explain strategies adopted to promote inclusive education (e.g. targetting a particular age group; ATSI students; NESB students; special needs boys; gifted girls; adult learners; students with special education needs; appeal to different learning styles or whatever is required for the pre-identified target group of students).

The lesson should be based upon a NSW Board of Studies syllabus outcome or outcomes. Planet Unit students may request to address outcomes from a professional syllabus All

outcomes should be specified and referenced in an appendix of the justification (the appendix will not be included in the word count). *You must accurately follow the submission instructions on the LAMS dropbox on the unit website in order for your assignment to be deemed 'submitted'.*

On successful completion you will be able to:

- Perform basic contemporary ICT related tasks use computer software/hardware and the internet (for instance, creating accounts, searching for information, uploading files, posting data)
- Develop ICT-based learning designs based on appropriate selection and use of contemporary educational technologies
- Critically evaluate and justify technology selection and design decisions with reference to current scholarly commentary, research and theory in pedagogy regarding ICTs in educational contexts
- Articulate strategies for classroom management that promote inclusive education

Assessment 3

Due: **11:55pm Monday 2nd June 2014**

Weighting: **30%**

In groups of three or sometimes two (tutors to organise groups), students are to design and develop a module of work in Moodle (tutors will setup blank Moodle templates). The module should relate to a topic or sub-topic from a NSW Board of Studies Syllabus. Planet Unit students may negotiate content areas from other professional syllabuses if desired. All syllabus learning outcomes should be clearly specified and referenced in an appendix of the justification.

As a guide students should aim to produce the equivalent of two 40 minute lessons per person in the group, noting that each group member may work on all lessons in the module. If a large unit is being attempted then it is reasonable to describe some of the activities that would be attempted rather than produce all extra materials for the activities, in order to indicate the pedagogical design of the module.

Each student is to submit their own 500 word written justification of the design that has been applied. Arguments should be supported by reference to educational theory. Justifications should describe how the unit has been designed to help students achieve the pre-identified syllabus outcomes, and any strategies used to promote inclusive education. Students should also provide a 200 word critical evaluation of designing learning modules in groups, including the advantages of working in this way, as well as the difficulties experienced and how they can be overcome.

A groupwork task has been intentionally prescribed in this case so that students can:

- acquire experience creating learning designs in groups (which emulates best practice in schools)
- learn from one another to improve the quality of the final product

- create a greater body of integrated work which can then be reused once students commence teaching
- explicitly reflect on the groupwork experience so as to form a better understanding of the processes involved and strategies for improving its effectiveness.

This is in line with demonstrating accomplishment of Unit Outcome 7.

On successful completion you will be able to:

- Perform basic contemporary ICT related tasks use computer software/hardware and the internet (for instance, creating accounts, searching for information, uploading files, posting data)
- Develop ICT-based learning designs based on appropriate selection and use of contemporary educational technologies
- Critically evaluate and justify technology selection and design decisions with reference to current scholarly commentary, research and theory in pedagogy regarding ICTs in educational contexts
- Articulate strategies for classroom management that promote inclusive education
- Model positive attitudes and social behaviours relating to the integration of ICTs within teaching and learning, including effective participation in groupwork processes.

Assessment 4

Due: **In tutorial classes in Week 13**

Weighting: **30%**

The rationale for the final examination is to assess whether students can integrate and articulate the concepts addressed in the unit. Students will be required to answer one question in one hour on a topic relating to the content covered in lectures, workshops and readings. Potential topics will be outlined in the week before the examination. For instance, topics may include:

- Schools and technologies; social implications of technologies including computer games;
- Technological affordances and how to appropriate technologies for different tasks;
- Open education and use of shared resources; online learning and factors affecting its success.

Answers need to draw upon the lectures, workshops and readings to substantiate arguments.

This examination will be held during normal tutorial class time in Week 13.

On successful completion you will be able to:

- Describe a range of contemporary ICTs and critically evaluate their potentials for educational purposes

- Critically evaluate and justify technology selection and design decisions with reference to current scholarly commentary, research and theory in pedagogy regarding ICTs in educational contexts
- Explain in a broad sense how ICTs impact on our social, cultural and educational lives

Delivery and Resources

Unit Description

This unit considers ways in which Information and Communication Technology is changing education. It is particularly concerned with issues related to the use of technology in the classroom – how to successfully select and apply learning technologies to achieve intended learning outcomes, the new literacies that educational technologies create, and appropriate pedagogies for the contemporary global classroom. Practical application of these understandings is developed through a series of skills-based workshops which focus on how to use the contemporary technological approaches being discussed.

We welcome you to *EDUC261: Information and Communications Technologies and Education* and hope it makes a significant contribution to your learning.

Unit Personnel

Unit convenor and tutorial leader

Matt Bower, matt.bower@mq.edu.au, Ph:+61 2 9850 8626

Tutors

Kathleen Curtis, kathleen.curtis@mq.edu.au Natalie Cooper, natalie.cooper@mq.edu.au

You are welcome to contact unit staff and where necessary make appointments for consultation. The unit convenor has a voicemail systems allowing you to leave a message. When leaving messages clearly state your name, the purpose of the call, and leave your phone number and a time when you can be contacted. Alternatively, the most reliable and efficient way to contact unit staff is by email.

Unit Organisation

This is a three credit point unit run over a 13 week semester. Each week there is a one hour lecture and a two hour tutorial.

Lecture

Tuesday 12pm-1pm in Y3AT1

Weekly Tutorial Schedule

Tutorial Class A: Tuesday, 9am - 11am, in C5A204

Tutorial Class B: Tuesday, 4pm - 6pm, in C5A204

Tutorial Class C: Wednesday, 9am - 11am, in C5A204

Tutorial Class D: Wednesday, 11am - 1pm, in C5A204

Tutorial Class E: Wednesday, 2pm - 4pm, in C5A204

Tutorial Class F: Friday, 11am - 1pm, in C5A204

Tutorial Class G: Friday, 1pm - 3pm, in C5A204

Students must attend the workshops for which they have enrolled. This is because students work at a computer during these sessions and there are a limited number of computers available. Students are expected to attend all the workshops.

Participation in the workshops is required so as to achieve the relevant ICT competencies, acquire experience using and evaluating a range of learning technologies, receive guided practice in the design and development of theoretically grounded online learning activities, and to contribute to the discussions that form the basis of the data for the discussion analysis assessment task. This is in line with the learning outcomes for this unit. When assessing participation four major aspects will be taken into account:

- attendance
- preparation including evidence of pre-reading and reviewing online lectures
- general contribution to the workshop via discussion
- completion of the workshop activities.

It is the responsibility of the student to contact their tutor by phone or email to inform tutors if they are going to be absent, and to provide them with supporting documentation to explain why they missed the tutorial (eg medical certificate).

Textbook

There is no textbook for this unit; current readings and links will be provided throughout the semester. Readings and resources will be made available online through the unit website.

Assessment Information

It is important to check the EDUC261 unit website and student email regularly as assignment clarifications may be announced and it will be assumed all students have read them. Note that all assignments should be submitted online unless other instructions have been provided.

Assignment Requirements

The following requirements apply to assignments:

1. Please submit your assignments via the assignment drop-boxes provided on the unit website and by the due date and time specified for each assignment. The system should show that you have uploaded your assignment.

2. The name of your assignment file should include your full name and the task number – for instance MattBowerTask2.doc .
3. Extensions of time for the submission of the assignment will be granted only in special circumstances. Applications for such extensions must be made to the Unit Convenor prior to the submission date, and must include appropriate medical or other evidence and evidence of work completed to date on the assignment. The main grounds for seeking an extension are (a) illness and (b) misadventure (i.e., circumstances beyond the student's control, not pressure of accumulated assignments). Late assignments will be penalised at a rate of 5% of the maximum mark for an assignment for each day it is late. The late penalty does not apply when an extension of time has been granted.
4. It should be noted that late assignments cannot be accepted for grading after marked assignments have been returned.
5. Students are responsible for periodic back up of any digital work during the creation of an assignment. In case of system failure students will be provided with reasonable time compensation commensurate with the amount of time that the system was down. All students must keep a digital copy of their assignments so that in case of system failure the assignment can be resubmitted.
6. Students should keep within the stated length or word limit, and students may be penalised for exceeding this limit by more than 10%. The references list is not included in the word count.
7. The School of Education Referencing Procedures must be adopted. These requirements are based on the APA style.
8. Written assignment work should be submitted online in Word format with the first two pages consisting of the relevant cover sheet and marking rubric attached to the end of this unit outline. It is particularly important that students include the disclaimer section as a way of acknowledging the originality of their work
9. Assignment feedback will be provided on a marked up version of the assignment file. Feedback will include the assessment of performance in relation to the assignment criteria as well as qualitative feedback in the form of comments. Overall student performance on assignments will be reported using a grade.
10. If you wish to appeal against your grade you must first contact the original marker within one week of a marked assignment being returned. If you remain concerned you should arrange to meet with a unit convenor.
11. For information relating to special consideration with relation to grading and assessment, please see http://www.mq.edu.au/policy/docs/special_consideration/policy.html .

12. Remember assignments must be your own work. Plagiarism is a serious offence.

Assignment Feedback

Feedback for Assessment Items 2 and 3 will be provided on a marked up version of the assignment file. Feedback will include the assessment of performance in relation to the assignment criteria as well as qualitative feedback in the form of comments. Overall student performance on assignments will be reported using a grade.

Copyright Issues

Copyright rules apply to the use of materials taken from other sources. There are images you can use in the development of your presentation without needing to obtain copyright permission. Links to sites that supply copyright free images will be suggested in your tutorials, or you can do a search for them yourselves (Creative Commons). It is essential that you obtain copyright permission for any images you obtain from other web sites or scan from books. The source of the image and an acknowledgement of permission granted must be indicated/provided in your presentation. You, and the University, are open to prosecution if you post images taken from other sources without permission. If you particularly need to use material from a website/book, most book publishers and sources of web pages will provide copyright permission if you contact them to ask for permission indicating the use is for educational purposes and not for profit - just clearly indicate that it is only being used for local educational purposes.

How this offering of EDUC261 differs from previous semesters

This offering of EDUC261 differs from previous semesters in the following ways:

- The content of several of the lectures and tutorials has changed to reflect recent advancements in learning technology
- There has been minor modifications to the specification of assignments.
- The timing of the unit has changed to allow for pre-service teachers to complete their practicum block requirements.

Technology Use and Requirements

Accessing and using the Unit Website

The EDUC261 unit website is available from the Macquarie University iLearn system available at: <http://ilearn.mq.edu.au>.

To access the site students will need to use their student username and password to log in and then choose EDUC261 from My Online Units menu. Please do NOT contact the Unit Convenor regarding ilearn technical support. CONTACT the Macquarie University Library Student IT Help Desk. Phone 9850 4357. Email support@library.mq.edu.au .

Software and Hardware

EDUC261's website has been designed for access by standard Internet technologies, so most

common contemporary operating systems and browsers can be used. The website should be able to be accessed using Macintosh, Windows, or Linux based operating systems. Firefox, Chrome and Internet Explorer are the recommended web browsers for this subject.

Navigation

Once you have reached the website all you need to do is follow the text and image links. Please take some time to explore the unit website and orient yourself with the features and resources. Descriptions of some of these are provided below.

Website Features

Unit Outline

You can download and then either view or print an exact copy of the Unit Outline from the link provided at the top of the unit website. The outline is in PDF format. If you cannot view the downloaded file then you may need to install the free Adobe Acrobat Reader software available from <http://get.adobe.com/uk/reader/>.

iLecture

Recordings of all lectures will be made available online using the ilecture system. One option allows you to listen to the lecture in "streaming mode" the other to "download" the lecture and then listen to it. The disadvantage of streaming is that the sound files are very large and they can eventually fill your hard disk. When you stream the file it is not saved on your computer. By downloading the file you can keep a permanent copy of the lecture on your computer and listen to it again without having to reconnect to the Internet.

Discussion Forums

These are for you to hold discussions on either general topics or specific issues. Students are required to regularly check the discussion forums and are encouraged to engage in discussion. Unit staff read and reply to the messages when requested.

Wiki

A wiki is a website that users can edit through a browser. The website wiki allows EDUC261 students and teachers to co-create a knowledge-space. This will form the basis of the first assessment task. For those that are unfamiliar with how to use the wiki, guidance will be provided in the workshops

On-Campus Access

The Internet can be accessed from the TEL Labs (entrance via C5A204) or other computers from around the university (such as in the library). If you wish to listen to lectures on the web in these locations you need to provide your own headphones.

Off-Campus Access

You can access your unit from anywhere on the Internet.

Teacher Education Learning Lab (TEL Lab)

All your tutorials will be held in the TEL Lab. This is a facility for Education students at Macquarie University and is located in C5A201, C5A204 and C5A210. The TEL Lab supports the use of technology as appropriate to our schools. The labs provide a student work area and venue for tutorials. The computers have a variety of educational software and full Internet access.

Students are welcome to use the computers and software provided that the room is not being used by lecturers for a tutorial or workshop. Notices are placed near the Centre door to indicate opening hours and computer room availability.

Using the LAMS Server

At the beginning of semester students will be given access to the LAMS server. All students will be given some time during workshops to work on their LAMS sequences. The TEL Labs are also available to access sequences when classes are not being held. However, the LAMS server can also be accessed by any computer with an Internet connection and a browser meeting the following standards:

- Flash 7.0 or higher browser plug-in installed
- Pop-up blocking disabled
- Cookies enabled

The recommended browsers are Firefox, Chrome and Internet Explorer. A broadband Internet connection is also recommended.

It is common for students to experience troubleshooting problems while using LAMS. Students are encouraged to form collaborative networks with their peers and use the general discussion board on the unit website to help one another resolve problems and collaborate about design ideas. As well, please check the LAMS website, for instance the troubleshooting page located at <http://wiki.lamsfoundation.org/display/lamsdocs/Troubleshooting>.

Training Support

In order to successfully complete the EDUC261 workshops students need to ensure they have a reasonable level of competence in ICTs and Information Literacy skills. If you feel uncertain about your competency levels it is your responsibility to undertake training to acquire or improve these skills as soon as possible as they will be assumed in the workshops. Options include:

Units of study

The following two units offered in the Faculty of Science develop technological skills:

ISYS100 – IT and Society (Planet Unit)

INFO104 – International Computer Driving Licence (Semester 2 only).

Library training

The library offers a range of face-to-face and online workshops to support the development of technological skills. For more details refer to the Macquarie University library website (http://www.mq.edu.au/on_campus/library/) under 'Training'.

General IT Support and Troubleshooting

For support with access to wireless and other general technology matters, please contact the Macquarie University Library Student IT Help Desk (Phone: 9850 4357; Email: support@mq.edu.au).

Studying Contributions in ICT Units

From time to time it is useful to study how students use online technologies in order to better understand their effectiveness for teaching and learning. In order to do this student contributions to the online learning systems in this unit may be studied once the semester is over. This will in no way affect your grades, and if the results of any analysis are published then your identity will in no way be revealed. If you do not wish your contributions to be included in any analysis then please notify the unit convenor. Also note that contributions to the General Discussion Forum will not be included in any analysis. The ethical aspects of this study have been approved by the Macquarie University Ethics Review Committee (Human Research, ref. HE29MAY2009-R06619HS). If you have any complaints or reservations about any ethical aspect of your participation in this research, you may contact the Committee through the Research Ethics Officer (telephone [02] 9850 7854, fax [02] 9850 8799, email: ethics@vc.mq.edu.au). Any complaint you make will be treated in confidence and investigated, and you will be informed of the outcome.

Unit Schedule

Week Commencing	Lectures	Tutorial Content
Week 1 (03/03/14)	Introduction to ICT in Education (Technology as an educational imperative, Effective technology integration and the TPACK Model)	Intro to unit & technologies (LMS, wiki) Introduction to contemporary technologies (LAMS sequence)

Week 2 (10/03/14)	Pedagogies of Online Learning	<p>Introduction to shared resources</p> <p>Critiquing learning objects</p> <p>Evaluating LAMS sequences</p> <p>Advanced online searching & copyright</p>
Week 3 (17/03/14)	Technology Affordances and Their Effects	<p>Authoring LAMS sequences</p> <p>Pedagogical implications of LAMS tools</p> <p>NSW syllabuses/BOS & technology</p> <p>(Wiki task due)</p>
Week 4 (24/03/14)	Knowledge, Thinking and Technology	<p>Overview of lesson planning</p> <p>Further authoring in LAMS</p>
Week 5 (31/03/14)	Designing for Learning	Workshopping and constructively evaluating each other's LAMS sequences
Week 6 (07/04/14)	<p>Designing for Learning using Web 2.0</p> <p>(blogs, wikis and more)</p>	<p>Introduction to Learning Management System authoring (Moodle)</p> <p>LAMS sequence due</p>
<p>Mid Semester Break – Monday 14th April to Friday 25th April</p>		
Week 7 (28/04/14)	Learning in Social Networking Environments	<p><i>No face-to-face tutorial</i></p> <p>(Online asynchronous social networking activities)</p>
Week 8 (05/05/14)	Virtual Worlds in Education	<p><i>No face-to-face tutorial</i></p> <p>(Online asynchronous virtual worlds activities)</p>

Week 9 (12/05/14)	Enhancing Learning using Mobile Technologies	Exploring mobile potentials
Week 10 (19/05/14)	Learning using Games	Analysing the use of games in learning
Week 11 (26/05/14)	Implications of Technology in Learning (Social, Assessment, Research, Future)	Reflecting on ICTs in schools (developing a research orientation)
Week 12 (02/06/14)	Unit review, exam preparation	Reflections and evaluations Group debriefing Exam overview Moodle module due
Week 13 (09/06/14)	No Lecture	In class examination

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/

Academic Honesty

The nature of scholarly endeavour, dependent as it is on the work of others, binds all members of the University community to abide by the principles of academic honesty. Plagiarism is a matter of particular importance. Plagiarism is defined as using the work or ideas of another person and presenting this as your own without clear acknowledgement of the source of the work or ideas. This includes, but is not limited to, any of the following acts:

- copying out part(s) of any document or audio-visual material or computer code or website content without indicating their origins;
- using or extracting another person's concepts, experimental results, or conclusions;
- summarising another person's work;
- submitting substantially the same final version of any material as another student in an assignment where there was collaborative preparatory work;
- use of others (paid or otherwise) to conceive, research or write material submitted for assessment; and
- submitting the same or substantially the same piece of work for two different tasks (self-plagiarism).

Plagiarism is a serious breach of the University's rules and carries significant penalties. Penalties may include a deduction of marks, failure in the unit, and/or referral to the University Discipline Committee.

Academic Honesty is key to the core values and principles that underpin the University's Ethics Statement (see the policy at http://www.mq.edu.au/policy/docs/academic_honesty/policy.htm). The procedures for Academic Honesty as well as the Assessment – Code of Practice outlines the responsibility of students (and staff) in academic endeavours. Please consult these documents (available through Policy central: <http://www.mq.edu.au/policy/all.html>)

Grading

The University recognises the importance of producing grades and reports of student learning achievements that are valid, reliable and accurate representations of each student's capabilities in relation to clearly articulated learning outcomes.

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the policy: <http://www.mq.edu.au/policy/docs/grading/policy.htm>. Each assignment uses a standards-based approach to assessment where performance is assessed against specified criteria. You will NOT be notified of a numerical mark for awarded for specific assessment tasks.

Your final unit grade (HD to F) will be accompanied by an SNG (Standardised Numerical Grade). The SNG reflects the extent to which you have met the overall grade descriptors eg an SNG of 73 (ie closer to D than CR) means your work shows evidence of meeting the Credit descriptors and has some characteristics of the Distinction descriptors.

Grade Descriptors

The following generic grade descriptors provide university-wide standards for awarding final grades.

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.

Appeals against Grades

University regulations allow for students to appeal a final grade if they feel they have been disadvantaged. Grading appeals can be lodged on the following grounds:

- a clerical error occurred in the determination of a final grade
- the Unit Guide was not in accordance with the Unit Guide [Policy](#)
- due regard was not paid to an illness or misadventure that had been found to be eligible

for special consideration

- the student had been disadvantageded in some way due to the conduct of an assessment task
- the student had been disadvantageded by variation of the assessment requirements or feedback provisions laid out in the Unit Guide
- the assessor's judgement was not objectively applied.

Information relating to grading appeals can be found at: <http://mq.edu.au/policy/docs/gradeappeal/policy.html> .

Special Consideration

The University is committed to equity and fairness in all aspects of its learning and teaching. In stating this commitment, the University recognises that there may be circumstances where a student is prevented by unavoidable disruption from performing in accordance with their ability. The Special Consideration provision to support students who experience serious and unavoidable disruption such that they do not reach their usual demonstrated performance level.

The University recognises that at times an event or set of circumstances may occur that:

- could not have reasonably been anticipated, avoided or guarded against by the student;
- was beyond the student's control;
- caused substantial disruption to the student's capacity for effective study and/or completion of required work;
- substantially interfered with the otherwise satisfactory fulfilment of unit or program requirements and
- was of at least three (3) consecutive days duration within a study period and/or prevented completion of a formal examination.

For information about Special Consideration go to: http://mq.edu.au/policy/docs/special_consideration/policy.html .

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 Wellbeing

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at students.mq.edu.au/campus_life/campus_wellbeing_support_services/.

Advice for International Students

Macquarie International is the first point of contact for international students. Refer to <http://www.international.mq.edu.au/>

International students can make individual or small group appointments to see the Study Skills Adviser, or drop-in for quick questions to E3A, Level 1. Don't forget to bring your unit outlines with you to your appointment.

Study Skills Support Unit

Many students find it difficult to apply the independent study approaches required for success in tertiary studies. Assistance with study skills is provided through a range of programs for students. See: http://www.students.mq.edu.au/support/learning_skills/

Writing Skills

Unit staff are not expected to help you with basic writing advice. Further, in fairness to other students, unit staff will not provide you with information and advice concerning assessments, which is not readily available to all students in the unit.

Macquarie University offers a number of courses and services to help students with writing problems, whether they be first or second language speakers of English. If you find writing difficult, you are advised to:

- Contact Sue Spinks, Writing Skills Coordinator, Department of Linguistics, W6A531. Telephone: 9850 8770
- Visit the Department of Linguistics Writing Skills website at http://www.ling.mq.edu.au/support/writing_skills/index.htm
- Contact the Writing Skills Adviser, Centre for Open Education, X5B. Tel: 9850 7470.
- See also: Peters, P. (1985). Strategies for student writers. Brisbane: John Wiley.

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.

The **Disability Service** is one of the services provided by Campus Wellbeing. Staff from the Disability Service work with students who have a permanent or temporary disability and/or health condition to get the services they need so as to have an equal opportunity to flourish at Macquarie University.

Students can contact or register with the Disability Service at any time before or during their studies at Macquarie.

Please contact the Disability Service to learn more about the services that may be available to you to enable you to flourish in your studies.

General contact details:

- Phone: 02 9850 7497
- email: equity@mq.edu.au
- In person: Level 2, Lincoln Building (C8A), Macquarie University

School of Education contact person:

- Karen Gregory, Academic Disability Liaison Officer, School of Education, phone: 9850 8608

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.

Please do NOT contact the Unit Convener or Tutors regarding technical support for your computer or iLearn.

IT support can also be contacted by calling 9850 4357 or emailing support@mq.edu.au.

Technological literacy requirements

In order to successfully complete various Education and TEP units students need to ensure they have a reasonable level of competence in ICTs and Information Literacy skills. If you feel uncertain about your competency it is your responsibility to undertake training to acquire or improve these skills as soon as possible as they will be assumed in the workshops. You can request help with your IT literacy from the Library.

Any other technological inquiries can be addressed to any of the following support channels:

- PLOdge a OneHelp ticket at <http://onehelp.mq.edu.au>
- Phone (02) 9850 HELP (4357) or Freecall 1800 674357
- Email help@mq.edu.au
- Face to Face IT Help Desk (locations available at http://www.mq.edu.au/about_us/offices_and_units/informatics/find_us/)
- , Level 1, University Library Email: Just Ask form <http://www.library.mq.edu.au/justask/>

24x7 Follow the Sun Helpdesk email: ithelp@mq.edu.au

Graduate Capabilities

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Critically evaluate and justify technology selection and design decisions with reference to current scholarly commentary, research and theory in pedagogy regarding ICTs in educational contexts
- Articulate strategies for classroom management that promote inclusive education
- Explain in a broad sense how ICTs impact on our social, cultural and educational lives
- Model positive attitudes and social behaviours relating to the integration of ICTs within teaching and learning, including effective participation in groupwork processes.

Assessment tasks

- Assessment 2
- Assessment 3

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcome

- Model positive attitudes and social behaviours relating to the integration of ICTs within teaching and learning, including effective participation in groupwork processes.

Assessment task

- Assessment 3

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Perform basic contemporary ICT related tasks use computer software/hardware and the internet (for instance, creating accounts, searching for information, uploading files, posting data)
- Describe a range of contemporary ICTs and critically evaluate their potentials for educational purposes
- Develop ICT-based learning designs based on appropriate selection and use of contemporary educational technologies
- Critically evaluate and justify technology selection and design decisions with reference to current scholarly commentary, research and theory in pedagogy regarding ICTs in educational contexts
- Articulate strategies for classroom management that promote inclusive education
- Model positive attitudes and social behaviours relating to the integration of ICTs within teaching and learning, including effective participation in groupwork processes.

Assessment tasks

- Assessment 1
- Assessment 2
- Assessment 3
- Assessment 4

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Describe a range of contemporary ICTs and critically evaluate their potentials for educational purposes
- Develop ICT-based learning designs based on appropriate selection and use of contemporary educational technologies
- Critically evaluate and justify technology selection and design decisions with reference to current scholarly commentary, research and theory in pedagogy regarding ICTs in educational contexts
- Articulate strategies for classroom management that promote inclusive education
- Explain in a broad sense how ICTs impact on our social, cultural and educational lives

Assessment tasks

- Assessment 1
- Assessment 2
- Assessment 3
- Assessment 4

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Develop ICT-based learning designs based on appropriate selection and use of contemporary educational technologies
- Critically evaluate and justify technology selection and design decisions with reference to current scholarly commentary, research and theory in pedagogy regarding ICTs in educational contexts

Assessment tasks

- Assessment 2
- Assessment 3

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be

imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Develop ICT-based learning designs based on appropriate selection and use of contemporary educational technologies
- Critically evaluate and justify technology selection and design decisions with reference to current scholarly commentary, research and theory in pedagogy regarding ICTs in educational contexts
- Articulate strategies for classroom management that promote inclusive education

Assessment tasks

- Assessment 2
- Assessment 3

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Describe a range of contemporary ICTs and critically evaluate their potentials for educational purposes
- Develop ICT-based learning designs based on appropriate selection and use of contemporary educational technologies
- Critically evaluate and justify technology selection and design decisions with reference to current scholarly commentary, research and theory in pedagogy regarding ICTs in educational contexts
- Articulate strategies for classroom management that promote inclusive education
- Explain in a broad sense how ICTs impact on our social, cultural and educational lives
- Model positive attitudes and social behaviours relating to the integration of ICTs within teaching and learning, including effective participation in groupwork processes.

Assessment tasks

- Assessment 1

- Assessment 2
- Assessment 3
- Assessment 4

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Explain in a broad sense how ICTs impact on our social, cultural and educational lives
- Model positive attitudes and social behaviours relating to the integration of ICTs within teaching and learning, including effective participation in groupwork processes.

Assessment task

- Assessment 4

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Explain in a broad sense how ICTs impact on our social, cultural and educational lives
- Model positive attitudes and social behaviours relating to the integration of ICTs within teaching and learning, including effective participation in groupwork processes.

Assessment task

- Assessment 4

AITSL Professional Teaching Standards

The Australian Institute for Teaching and School Leadership (AITSL) specifies Australian Professional Standards for Teachers (APST). The Australian Professional Standards for Teachers provide a common framework to describe, recognise and support the complex and varied nature of teachers' work. The standards describe what teachers need to know, understand and be able to do

as well as providing direction and structure to support the preparation and development of teachers.

EDUC261 forms part of a program of study that enables students to achieve or exceed the **Graduate Teaching Standards**. The Graduate Teaching Standards are the competencies expected of a beginning teacher. The assessment tasks in EDUC261 address Graduate Teaching Standards as outlined in the following table.

Assessment Task	Graduate Teaching Standards Addressed
Task 1 - Wiki Contribution	3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning. 4.5 Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.
Task 2 - LAMS Sequence	2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students. 4.5 Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.
Task 3 - Moodle Module	2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students. 4.5 Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.
Task 4 - Examination	1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching. 4.5 Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.

The complete list of Graduate Teaching Standards are outlined below. Further information regarding the Australian Professional Standards for Teachers can be found on the Institute's website: <http://www.teacherstandards.aitsl.edu.au/> .

AITSL's Australian Professional Standards for Teachers (Graduate)

Professional Knowledge

Standard 1: Know students and how they learn

1.1	Physical, social and intellectual development and characteristics of students	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.
1.2	Understand how students learn	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.

1.3	Students with diverse linguistic, cultural and socioeconomic backgrounds	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
1.4	Strategies for teaching Aboriginal and Torres Strait Islander students	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.
1.5	Differentiate teaching to meet specific learning needs of students across the full range of abilities	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.
1.6	Strategies to support full participation of students with disability	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.

Standard 2: Know the content and how to teach it

2.1	Content and teaching strategies of the teaching area	Demonstrate understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.
2.2	Content selection and organization	Organise content into an effective learning and teaching sequence.
2.3	Curriculum, assessment and reporting	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.
2.4	Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
2.5	Literacy and numeracy strategies	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.

2.6	Information and communication technology (ICT)	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.
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Professional Practice

Standard 3: Plan and Implement effective teaching and learning

3.1	Establish challenging learning goals	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.
3.2	Plan, structure and sequence learning programs	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.
3.3	Use teaching strategies	Include a range of teaching strategies in teaching.
3.4	Select and use resources	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.
3.5	Use effective classroom communication	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.
3.6	Evaluate and improve teaching programs	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.
3.7	Engage parents/carers in the educative process	Describe a broad range of strategies for involving parents/carers in the educative process.

Standard 4: Create and maintain supportive and safe learning environments

4.1	Support student participation	Identify strategies to support inclusive student participation and engagement in classroom activities.
4.2	Manage classroom activities	Demonstrate the capacity to organise classroom activities and provide clear directions.

4.3	Manage challenging behaviour	Demonstrate knowledge of practical approaches to manage challenging behaviour.
4.4	Maintain student safety	Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements.
4.5	Use ICT safely, responsibly and ethically	Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.

Standard 5: Assess, provide feedback and report on student learning

5.1	Assess student learning	Demonstrate understanding of assessment strategies including, informal and formal, diagnostic, formative and summative approaches to assess student learning.
5.2	Provide feedback to students on their learning	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.
5.3	Make consistent and comparable judgements	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.
5.4	Interpret student data	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.
5.5	Report on student achievement	Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.

Professional Engagement

Standard 6: Engage in professional learning

6.1	Identify and plan professional learning needs	Demonstrate an understanding of the role of the National Professional Standards for Teachers in identifying professional learning needs.
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6.2	Engage in professional learning and improve practice	Understand the relevant and appropriate sources of professional learning for teachers.
6.3	Engage with colleagues and improve practice	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.
6.4	Apply professional learning and improve student learning	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.

Standard 7: Engage professionally with colleagues, parents/carers and the community

7.1	Meet professional ethics and responsibilities	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.
7.2	Comply with legislative, administrative and organisational requirements	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.
7.3	Engage with the parents/carers	Understand strategies for working effectively, sensitively and confidentially with parents/carers.
7.4	Engage with professional teaching networks and broader communities	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.

Changes since First Published

Date	Description
30/01/2014	The Prerequisites and Corequisites were updated.