EDCN862

Designing Technology-based Curriculum

S1 External 2014

Education

Contents

General Information

Unit convenor and teaching staff
Other Staff
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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 examines e-learning from the perspective of those responsible for developing the curriculum, teaching and facilitating student learning. Through an exploration of theory and practice, participants will have the opportunity to explore the effective utilisation of information and communication technologies in the design of courses and learning resources.

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:

analyse different perspectives and theories of design of technology-based curriculum in terms of the literature and practical education contexts

use evidence to explain how ICT-based teaching and learning applications may enhance students' learning in specific curriculum contexts

analyse contextual, institutional, governmental, and societal factors that impact on

technology-based curriculum design

justify educational benefits and limitations of specific ICT tools for specific teaching and learning contexts

propose the design, implementation and evaluation of an ICT-based innovation that addresses a curriculum challenge for a specific educational context

Assessment Tasks

Name	Weighting	Due
AT1- Learning Activities	10%	Throughout session
AT2 - Critique	30%	5pm AEST Wednesday 9th April.
AT3a - Plan	10%	5pm AEST Friday 9 May
AT3b - Proposal	50%	5pm AEST Friday 13 June

AT1- Learning Activities

Due: **Throughout session**
Weighting: **10%**

AT1 - Task description

This assessment task comprises three (3) mandatory online discussion-based learning activities.

Your postings to the online discussions should reflect an understanding of your own context and the course material. You should contribute related thoughts, readings and/or questions that contribute to the discussion. You will be assessed based on the extent to which you:

- contribute in a timely fashion based on the guidance provided for each activities
- connect your contributions to that of others
- provide real-life examples and draw upon the literature to support your ideas

AT1 - Assessment Rubric

Criteria

High Distinction

Distinction

Credit

Pass

Fail

Frequency of interactions

Up to 3 marks

The student contributes frequently (at least every other day).

They make timely contributions above the minimum requirement of the online learning activities.

They contribute to both formal and informal learning spaces provided. They participate in both asynchronous and synchronous learning activities.

The student contributes frequently (at least twice a week).

They make timely contributions above the minimum requirement of the online learning activities.

They contribute to both formal and informal learning spaces provided. They participate in both asynchronous and synchronous learning activities.

The student contributes at least twice a week

They make timely contribution as required by the learning activities.

They contribute to both formal and informal learning spaces provided. They participate in both asynchronous and synchronous learning activities.

The student contributes frequently (at least twice a week). They make contributions as required by the learning activities but not always in a timely way.

They contribute only to the formal online learning spaces. They participate only in the asynchronous learning activities.

Minimum or non-contribution to any of the online activities.

Quality of Interactions

Up to 4 marks

The student makes contributions that are bringing together theoretical and empirical views of the topic under scrutiny using in a critical manner resources and personal experiences. They ask probing questions for other participants to think and they provide real life examples. They go

beyond the prescribed readings and resources to inform their contributions.

The student makes contributions that are bringing together theoretical and empirical views of the topic under scrutiny using in a critical manner resources and personal experiences. They ask probing questions for other participants to think and provide real life examples. They make good use of given readings and resources but do not go beyond them.

The student makes contributions that are bringing together theoretical and empirical views of the topic under scrutiny using in a critical manner resources and personal experiences. They fail to ask probing questions for other participants to think and not always provide real life examples. They make good use of given readings and resources but do not go beyond them.

The student makes contributions that are bringing together either theoretical or empirical views of the topic under scrutiny using given resources. They fail to ask probing questions for other participants to think and they do not provide real life examples. They make minimum use of given readings and resources.

A superficial and uncritical expression of personal opinions that fails to contribute anything to the online discussion or a simple expression of agreement or disagreement with no justification.

Peer Interaction

Up to 3 marks

The student contributes in both a proactive and reactive way at both individual and group level. They reply to individual contributions made by other participants and even look for further clarifications by asking appropriate questions. They regularly take the role of the summariser and synthesiser of other contributors and share their summaries with the rest of the participants.

The student contributes in both a proactive and reactive way at both individual and group level. They reply to individual contributions made by other participants and even look for further clarifications by asking appropriate questions. They sometimes take the role of the summariser and synthesiser of other contributors and share their summaries with the rest of the participants.

The student contributes in both a proactive and reactive way at both individual and group level. They reply to individual contributions made by other participants and even look for further clarifications by asking appropriate questions

The student contributes in a reactive way making only comments to individual postings addressed to them. They fail to work proactively.

The students fails to show any evidence of interaction or adds a monologue type of contributions that is no connected to the discussion topic and does not take any account of previous postings,

On successful completion you will be able to:

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- analyse contextual, institutional, governmental, and societal factors that impact on technology-based curriculum design
- justify educational benefits and limitations of specific ICT tools for specific teaching and learning contexts

AT2 - Critique

Due: **5pm AEST Wednesday 9th April.**
Weighting: **30%**

Task Description

Choose **three** articles of your choice or from the reference list related to:

- assessment (or e-assessment) and,
- higher education or school education or your educational context

Write three concise mini critiques (max 500 each, total of up to 1500 words) addressing the below questions:

1. What is the article about?
2. What was the most interesting thing about the article and why is it interesting?
3. What was the most confusing thing about the article and why is it confusing?
4. What are the lessons for you, which you can put in action for your future practice?

Assessment Rubric AT2

Criteria High Distinction Distinction Credit Pass Fail **Summary of problem, issue or question under scrutiny in the chosen article** up to 10 marks Clearly identifies all the challenges and minor, embedded, or implicit aspects of the issue. Identifies integral relationships essential to analyzing the issue. Analyzes the issue with a clear sense of scope and context, including an assessment of audience. Identifies most of the challenges and minor, embedded, or implicit aspects of the issue. Identifies integral relationships essential to analyzing the issue. Analyzes the issue with some sense of scope and context. Summarizes key issues, though some aspects are incorrect or confused. Some nuances and key details are missing or not fully explored. Presents and explores relevant contexts and assumptions, although in a limited way. An attempt made to summarize the key issues. Many nuances and key details missing and not explored. Not all relevant contexts and assumptions presented and explored. Does not attempt to or fails to identify any of the issues and summary is out of context. No attempt to present and explore any relevant contexts and assumptions. **Analyses supporting data and evidence** up to 10 marks Strong evidence of source evaluation skills. Examines evidence and questions accuracy and relevance. Recognizes bias. Addresses diverse

perspectives from a variety of sources to qualify analysis. Any analogies are used effectively. Clearly justifies own view while respecting views of others. Evidence of source evaluation skills. Examines most of the evidence and generally questions accuracy and relevance. Recognizes bias. Addresses perspectives from some sources to qualify analysis. Justifies own view while respecting views of others. Demonstrates adequate skill in selecting and evaluating sources to meet information need. Use of evidence is selective, discerns fact from opinion and may recognize bias. Appropriate evidence is provided although exploration is routine. Begins to relate alternative views. Skill in selecting and evaluating sources to meet information need is not well developed. Some errors in the use of evidence and discerning fact from opinion. Recognition of bias is not clearly stated. Some evidence is provided and exploration is limited. Only selected views are described. No evidence of selection or source evaluation skills. Repeats information without question or dismisses evidence without justification. Does not distinguish between fact and opinion. Evidence is inappropriate or not related to topic Deals with a single perspective and fails to discuss others' perspective. Adopts a single idea with little question. **Assesses conclusions, implications for own practice, and consequences** up to 10 marks Clearly identifies and discusses conclusions, and implications for their own professional practice. Explicitly considers how lessons learnt can be transferred to their own context with all limitations being addressed. Identifies and discusses conclusions, and implications for their own professional practice. Considers how lessons learnt can be transferred to their own context with some of the limitations being addressed. Conclusions consider evidence of consequences extending beyond a single issue. Presents implications on other people or issues. Lessons learnt are only loosely related to their own context with limitations only vaguely being addressed. Conclusion only considers evidence of consequences of a single issue. Limited discussion of implications on other people or issues. Limitations are vaguely addressed. Fails to identify conclusions, implications, and consequences, or conclusion is a simplistic summary. Conclusions are absolute, and may attribute conclusion to external authority. **Referencing A fail grade will be applied for any assessment task that does not correctly and consistently apply APA referencing conventions.**
On successful completion you will be able to:

- analyse different perspectives and theories of design of technology-based curriculum in terms of the literature and practical education contexts
- use evidence to explain how ICT-based teaching and learning applications may enhance students' learning in specific curriculum contexts
- analyse contextual, institutional, governmental, and societal factors that impact on technology-based curriculum design

AT3a - Plan

Due: **5pm AEST Friday 9 May**
Weighting: **10%**

Assessment Task 3 involves the development of a proposal for the design and implementation of a technology innovation to address a challenge within an educational context.

The Assessment Task 3 will be submitted in two parts:

- Part a - comprises an analysis and plan
- Part b - comprises the innovation proposal

Task Description - Part a - AT3a (500 words):

Analyse your current educational context (or one that you are familiar with) to identify a curriculum challenge for which ICTs could address.

Your analysis should include, but not necessarily be limited to:

1. A description and explanation of the educational context (including the learners and the learning and assessment needs).
2. A description and explanation of the curriculum challenge
3. How does the literature suggest ICTs can address this challenge (use theoretical and empirical resources?
4. What your plans to address this challenge with an ICT innovation?

Assessment Rubric - AT3a

High Distinction

Distinction

Credit

Pass

Fail

Conceptual understanding and argumentation

Up to 2 marks

Consistent evidence of deep and critical understanding.

Some evidence of deep and critical understanding.

Demonstration of substantial understanding of fundamental concepts.

Demonstration of understanding and application of fundamental concepts.

Missing, partial or superficial understanding and application of the fundamental concepts.

Problem Solving

Up to 3 marks

Critical evaluation of the educational challenge and context.

Evaluation of the educational challenge and context.

Beyond basic description of the educational challenge and context.

Basic description of the educational challenge and context.

Unclear description of the educational challenge and context.

Use of Sources of Evidence

Up to 3 marks

Consistent use of appropriate use of sources from and beyond those provided in course. Strong evidence of source evaluation skills. Sources are used to support ideas and augments demonstrating a critical understanding of the conflicting views and evidence in the literature.

Consistent use of appropriate use of sources from and beyond those provided in course. Evidence of source evaluation skills. Sources are used to support ideas and augments demonstrating an understanding of the views and evidence in the literature.

Some of appropriate sources from course and beyond those provided in course. Demonstrates adequate skill in selecting and evaluating sources to meet information need. Sources are used to support ideas and augments demonstrating an understanding of the views and evidence in the literature.

Some use of appropriate use from sources provided in course. Skill in selecting and evaluating sources to meet information need is not well developed. Sources are used to support ideas and augments demonstrating an understanding of the views and evidence in the literature.

Little of no use of sources to support ideas and arguments. No evidence of selection or source evaluation skills.

Communication

Up to 2 marks

Consistent application of appropriate genre. Absence of spelling mistakes and grammatical inconsistencies. Superior presentation and structure.

Application of appropriate genre. Relative absence of spelling mistakes and grammatical inconsistencies. Appropriate presentation and structure.

Inconsistently applied genre. Numerous spelling mistakes and grammatical inconsistencies. Poor presentation and structure.

Referencing

A fail grade will be applied for any assessment task that does not correctly and consistently apply APA referencing conventions.

On successful completion you will be able to:

- analyse different perspectives and theories of design of technology-based curriculum in

terms of the literature and practical education contexts
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AT3b - Proposal

Due: **5pm AEST Friday 13 June**
Weighting: **50%**

Assessment Task 3 involves the development of a proposal for the design and implementation of a technology innovation to address a challenge within an educational context.

The Assessment Task 3 will be submitted in two parts:

- Part a - comprises an analysis and plan
- Part b - comprises the innovation proposal

Task Description - Part b - AT3b (3,000 words):

Document your proposal for the design, implementation and evaluation of an ICT-based innovation that addresses your identified challenge. Your proposal should include:

1. Describe and explain the technology innovation – what is the technology and how will it be used?

2. How does this innovation with the overall curriculum planning in this educational context?

3. What are the advantages, practical considerations, and limitations of implementing this innovation in this context?

4. How will the innovation be evaluated?

AT3b - Assessment Rubric

High Distinction

Distinction

Credit

Pass

Fail

Conceptual understanding and argumentation

Up to 10 marks

Consistent evidence of deep and critical understanding.

Some evidence of deep and critical understanding.

Demonstration of substantial understanding of fundamental concepts.

Demonstration of understanding and application of fundamental concepts.

Missing, partial or superficial understanding and application of the fundamental concepts.

Problem Solving and creativity

Up to 20 marks

Well agued, creative, solution. Demonstrates high level understanding of issues related to technology integration in the educational context of the defined challenge. Effectively uses appropriate frameworks to support suggested innovation.

Well agued, creative, solution. Demonstrates some understanding of issues related to technology integration in the educational context of the defined challenge. Uses appropriate frameworks to support suggested innovation.

Solution is clearly explained and supported. Demonstrates little understanding of issues related to technology integration in the educational context of the defined challenge. Some consideration of frameworks to support suggested innovation.

Solution is explained or supported. Issues of technology integration are not given appropriate consideration. Frameworks not used to support suggested innovation.

Solution not clearly explained or supported. Issues of technology integration are not given any consideration. Frameworks not used to support suggested innovation.

Use of Sources of Evidence

Up to 15 marks

Consistent use of appropriate use of sources from and beyond those provided in course.

Strong evidence of source evaluation skills.

Sources are used to support ideas and augments demonstrating a critical understanding of the conflicting views and evidence in the literature.

Consistent use of appropriate use of sources from and beyond those provided in course.

Evidence of source evaluation skills.

Sources are used to support ideas and augments demonstrating an understanding of the views and evidence in the literature.

Some of appropriate sources from course and beyond those provided in course.

Demonstrates adequate skill in selecting and evaluating sources to meet information need

Sources are used to support ideas and augments demonstrating an understanding of the views and evidence in the literature.

Some use of appropriate use from sources provided in course.

Skill in selecting and evaluating sources to meet information need is not well developed.

Sources are used to support ideas and augments demonstrating an understanding of the views and evidence in the literature.

Little of no use of sources to support ideas and arguments.

No evidence of selection or source evaluation skills.

Communication

Up to 5 marks

Consistent application of appropriate genre. Absence of spelling mistakes and grammatical inconsistencies. Superior presentation and structure.

Application of appropriate genre. Relative absence of spelling mistakes and grammatical inconsistencies. Appropriate presentation and structure.

Inconsistently applied genre. Numerous spelling mistakes and grammatical inconsistencies. Poor presentation and structure.

Referencing

A fail grade will be applied for any assessment task that does not correctly and consistently apply APA referencing conventions.

On successful completion you will be able to:

- analyse different perspectives and theories of design of technology-based curriculum in terms of the literature and practical education contexts
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Delivery and Resources

Unit Organisation and Delivery

This Unit is organised around three key topics:

1. Foundations of ICT in Teaching and Learning
2. Developing the Digital Curriculum
3. Implementing the Digital Curriculum

All teaching and learning resources activities are accessed and managed through an online iLearn site. To satisfactorily complete unit requirements you must have regular and reliable access to the Internet.

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

Workload Requirements

EDCN862 is a 4-credit point postgraduate unit. It is expected that you will devote approximately 9-10hrs hours per week to meet the requirements of the unit.

Readings

There is **no set textbook** for this unit. Reading are available through one of the following ways:

1. Electronic copies available through **E-reserve** which is linked from the iLearn site or can be accessed from http://www.lib.mq.edu.au/reserve/
2. Electronic copies available from **the electronic journals or books** in the Macquarie University Library. The electronic journals can be found by searching the Journal Finder or the Catalogue. To access and article just follow the screen prompts. Assistance is available from the reference librarians or through the Online Librarian service (linked from the Library Homepage)
3. Electronic resources freely available on **the Web**.

The core readings are intended to show a breadth of areas you could explore. Rather than

reading all of them, you can choose a few and read more widely on topics of particular interest.

Unit Schedule

Week/ Dates	Topic	Module Title and Purpose	Activities and Assessment
Week 1 Beginning Monday 3 March		Introduction: • get to know your fellow students • develop a familiarity with the unit and the tools	Online introduction discussion forum activity. Live seminar: 5pm AEDST Wednesday 5th March
Week 2 Beginning Monday 10 March	Topic 1	Foundations of ICT in Teaching and Learning • Conceptualising e-learning • The Learning Environment • Students and the Learning Environment	Read materials related to Topic 1
Week 3 Beginning Monday 17 March	Topic 1 Cont'd	Foundations of ICT in Teaching and Learning	*AT1 - commences - Learning activity 1: Thought discussion* The discussion board is open from Monday 17 March to Friday 28 March.
Week 4 Beginning Monday 24 March	Topic 1	Foundations of ICT in Teaching and Learning	*AT1 continued - Learning activity 1: Thought discussion* The discussion board is open from Monday 17 March to Friday 28 March.

Week 5 Beginning Monday 31 March	Topic 2	Developing the Digital Curriculum • The importance of the curriculum • Taxonomy for learning, teaching and assessing • Curriculum Alignment	Read materials related to Topic 1 Live seminar: 5pm AEDST Wednesday 2nd April
Week 6 Beginning Monday 7 April	Topic 2 cont'd	Developing the Digital Curriculum	*AT2 – Critique* Submit your critique by 5pm AEST Wednesday 9th April.
14 April to 25 April		Mid-session Break	
Week 7 Beginning Monday 28 April	Topic 2 cont'd	Developing the Digital Curriculum	*AT1 - Learning activity 2:* *Process-oriented analysis* *Complete this* before Friday 2 May.
Week 8 Beginning Monday 5 May	Topic 3	Implementing the Digital Curriculum • Factors that impact on course and resource design • The development cycle and the teachers role in ensuring educational efficacy • How do you know if IT works?	*Read materials for Topic 3* *AT3a – Proposal Plan* Submit your plan by 5pm AEST Friday 9 May.
Week 9 Beginning Monday 12 May	Topic 3 cont'd	Implementing the Digital Curriculum	Live seminar: 12pm (noon) AEST Wednesday 14th May
Week 10 Beginning Monday 19 May	Topic 3 cont'd	Implementing the Digital Curriculum	*AT1 commences – Learning activity 3: your "favourite" ICT resources* The discussion board is open from Monday 19th May to Friday 30th May.

Week 11 Beginning Monday 26 May	Topic 3 cont'd	Implementing the Digital Curriculum	*AT1 concludes – Learning activity 3: your "favourite" ICT resources* The discussion board is open from Monday 19th May to Friday 30th May.
Week 12 Beginning Monday 2 June		Pulling it all together	Live seminar: 5pm AEST Wednesday 4th June
Week 13 Beginning Monday 9 June		Pulling it all together	*AT3b – Proposal* Submit your proposal by 5pm AEST Friday 13 June.

Learning and Teaching Activities

Week 1

Introductions; Topic 1:Foundations of ICT in Teaching and Learning; AT1 - Thought Discussion

Week 2

Topic 2: Developing the Digital Curriculum; Live Seminar 19th Dec 5pm AEDST; AT1 - Process-oriented analysis; AT2 - Critique due 23 Dec

Week 3

Topic 3: Implementing the Digital Curriculum; AT3a - Proposal Plan due 8th Jan; AT1 - 'favourite' ICT resource

Week 4

Topic 3: Implementing the Digital Curriculum continued; Live seminar 20th Jan 5pm AEDST

Week 5

Proposal work; AT3b - Proposal due 28th Jan 9am

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/

Assessment Criteria and Grading

An assessment rubric is provided in the detail of each assessment task.

NOTE: A fail grade will be applied for any assessment task that does not apply APA referencing conventions.

To meet the requirements for this unit you will be expected to satisfactorily complete all three (3) assessment tasks.

Your final unit result will consider perforance across each assessment task and in relation to the Macquarie University grade descriptors. This will consist of a grade plus a standardized numerical grade (SNG). The relationship between SNGs and Final Grades is shown in the table below.

SNG Range	Final Grade
85 - 100	High Distinction (HD)
75 - 84	Distinction (D)
65 - 74	Credit (C)
50 - 64	Pass (P)
45 - 49	Conceded Pass (PC)

0 - 44	Fail (F)

Assignment Preparation and Submission

Assessment Task 1 (AT1) consists of thee (3) learning activities that are completed on the unit iLearn site.

For Assessment Task 2 and 3 (i.e., AT2, AT3a, AT3b) you must prepare and present this in written form and this must be in accordance with the requirements of the Publication Manual of the American Psychological Association http://www.apastyle.org/.

When submitting AT2, AT3a, AT3b you must include an academic honesty declaration. At the beginning of your document include the following words and insert your name:

I, ***[Insert your name***], declare that:

This assignment is entirely my own work based on my personal study and/or research.

- I have acknowledged all material and sources used in the preparation of this assignment, including any material generated in the course of my employment .
- I have not copied in part, or in whole, or otherwise plagiarised, the work of others.
- The assignment, or substantial parts of it, has not previously been submitted for assessment in any formal course of study in this or any other institution, unless acknowledged in the assignment and previously agreed to by the Unit's Convenor
- The assignment is within the word and page limits specified for the assignment
- The use of any material in this assignment does not infringe the intellectual property / copyright of a third party
- I understand that this assignment may undergo electronic detection for plagiarism and a copy of the assignment may be retained on the University's database and used to make comparisons with other assignments in the future

All written work must be submitted as Microsoft Word files or as rich text format (RTF) files. Your **name** and **the number of the assessment task** should appear in the header and/or footer of *every page* of your submission. When naming files please adopt the following convention:

(Your Surname)(Initial of Your First Name) - AT (number of Assessment Task)

eg: LockyerL-AT2, or SmithJ-AT1

Assessment Tasks 2, 3a and 3b should be submitted using the ILearn Turnitin tool.

You are expected to submit written assessment tasks by the published due date UNLESS you have received written permission to submit your work at a later date from the Unit convenor. **Requests for extensions must be submitted through the ask.mq site.** Extensions will only be granted in exceptional, unforeseen circumstances (workload is not a legitimate or sufficient

reason for the granting of an extension).

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 outcomes

- analyse different perspectives and theories of design of technology-based curriculum in terms of the literature and practical education contexts
- use evidence to explain how ICT-based teaching and learning applications may enhance students' learning in specific curriculum contexts

- analyse contextual, institutional, governmental, and societal factors that impact on technology-based curriculum design
- justify educational benefits and limitations of specific ICT tools for specific teaching and learning contexts
- propose the design, implementation and evaluation of an ICT-based innovation that addresses a curriculum challenge for a specific educational context

Assessment tasks

- AT1- Learning Activities
- AT2 - Critique
- AT3a - Plan
- AT3b - Proposal

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:

Learning outcomes

- analyse different perspectives and theories of design of technology-based curriculum in terms of the literature and practical education contexts
- use evidence to explain how ICT-based teaching and learning applications may enhance students' learning in specific curriculum contexts
- analyse contextual, institutional, governmental, and societal factors that impact on technology-based curriculum design
- justify educational benefits and limitations of specific ICT tools for specific teaching and learning contexts
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Assessment tasks

- AT1- Learning Activities
- AT2 - Critique
- AT3a - Plan
- AT3b - Proposal

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:

Learning outcomes

- use evidence to explain how ICT-based teaching and learning applications may enhance students' learning in specific curriculum contexts
- analyse contextual, institutional, governmental, and societal factors that impact on technology-based curriculum design
- justify educational benefits and limitations of specific ICT tools for specific teaching and learning contexts
- propose the design, implementation and evaluation of an ICT-based innovation that addresses a curriculum challenge for a specific educational context

Assessment tasks

- AT2 - Critique
- AT3a - Plan
- AT3b - Proposal

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:

Learning outcomes

- use evidence to explain how ICT-based teaching and learning applications may enhance students' learning in specific curriculum contexts
- analyse contextual, institutional, governmental, and societal factors that impact on technology-based curriculum design
- justify educational benefits and limitations of specific ICT tools for specific teaching and learning contexts
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Assessment tasks

- AT1- Learning Activities
- AT2 - Critique
- AT3a - Plan
- AT3b - Proposal

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:

Learning outcomes

- analyse contextual, institutional, governmental, and societal factors that impact on technology-based curriculum design
- justify educational benefits and limitations of specific ICT tools for specific teaching and learning contexts
- propose the design, implementation and evaluation of an ICT-based innovation that addresses a curriculum challenge for a specific educational context

Assessment task

- AT3b - Proposal

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 outcomes

- analyse different perspectives and theories of design of technology-based curriculum in terms of the literature and practical education contexts
- use evidence to explain how ICT-based teaching and learning applications may enhance students' learning in specific curriculum contexts
- analyse contextual, institutional, governmental, and societal factors that impact on technology-based curriculum design

- justify educational benefits and limitations of specific ICT tools for specific teaching and learning contexts
- propose the design, implementation and evaluation of an ICT-based innovation that addresses a curriculum challenge for a specific educational context

Assessment tasks

- AT1- Learning Activities
- AT3a - Plan
- AT3b - Proposal