



EDCN862

Designing Technology-based Curriculum

S3 External 2014

Education

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General Information

Unit convenor and teaching staff

Unit Convenor

Lori Lockyer

lori.lockyer@mq.edu.au

Contact via lori.lockyer@mq.edu.au

virtual

Mondays during session 12.30 - 1pm

Other Staff

Panos Vlachopoulos

panos.vlachopoulos@mq.edu.au

Contact via panos.vlachopoulos@mq.edu.au

virtual

Thursdays 5 - 5:30pm

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
<u>AT1- Learning Activities</u>	10%	Throughout session
<u>AT2 - Critique</u>	30%	22 December 2014 (5pm AEDST)
<u>AT3a - Plan</u>	10%	7 January 2015 (5pm AEDST)
<u>AT3b - Proposal</u>	50%	27 January 2015 (5pm AEDST)

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 - see iLearn site for full rubric

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

AT2 - Critique

Due: **22 December 2014 (5pm AEDST)**

Weighting: **30%**

Task Description

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

- a learning design framework or theory
- 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 - see iLearn site for full rubric

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: **7 January 2015 (5pm AEDST)**

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 - see iLearn site for full rubric

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
- 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

AT3b - Proposal

Due: **27 January 2015 (5pm AEDST)**

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 align 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 - see iLearn site for full rubric

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

In addition to online discussion forum Q&A, the convenors will hold weekly virtual office consultation times

Mondays 12.30 - 1pm AEDST: 8th Dec; 15th Dec; 5 Jan; 12 Jan; 19 Jan - Lori Lockyer

Thursdays 5 - 5:30pm AEDST: 11th Dec; 18th Dec; 8th Jan; 15th Jan; 22 Jan - Panos Vlachopoulos

Workload Requirements

EDCN862 is a 4-credit point postgraduate unit. It is expected that you will devote a minimum of 25 hrs 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 an 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 8 December		Introduction: <ul style="list-style-type: none"> • get to know your fellow students • develop a familiarity with the unit and the tools 	Online Activity: Introduce yourself in the discussion forum Mon 8 th Dec – Tues 9 th Dec
	1	Foundations of ICT in Teaching and Learning <ul style="list-style-type: none"> • Conceptualising e-learning • The Learning Environment • Students and the Learning Environment 	<i>AT1 - Learning activity 1: your "favourite" ICT resources</i> The discussion board is open Tues 9 th Dec to Sun 14 Dec.
Week 2 Beginning Monday 15 December	2	Developing the Digital Curriculum <ul style="list-style-type: none"> • The importance of the curriculum • Taxonomy for learning, teaching and assessing • Curriculum Alignment 	<i>AT1 - Learning activity 2: Thought discussion</i> <i>Complete this before Thursday 18th Dec.</i> <i>AT2 – Critique</i> Submit your critique by Mon 22 Dec, 5pm.
Session 3 Break - 24 December to 5 January			

Week/ Dates	Topic	Module Title and Purpose	Activities and Assessment
Week 3 Beginning Monday 5 January	3	Implementing the Digital Curriculum <ul style="list-style-type: none"> • 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? 	AT3a – Proposal Plan Submit your plan by Wednesday 7 Jan, 5pm. AT1 – Learning activity 3: Process-oriented analysis The discussion board is open Thurs 8 th Jan - Tues 13 th Jan.
Week 4 Beginning Monday 12 January			
Week 5 Beginning Monday 19 January		Use this week to finalise your proposal.	
			AT3b – Proposal Submit your proposal by Tuesday 27 Jan, 5pm.

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 performance 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 three (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
- 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 - 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
- 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 - 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

Changes since First Published

Date	Description
10/12/2014	Added missing word in AT3b and fixed schedule table formatting.
19/11/2014	Changed order of online discussion activities. Removed rubrics due poor formatting. Full rubrics will be made available on iLearn site.