



EDCN865

Learning Technologies in Practice

S1 Evening 2015

Dept of Education

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General Information

Unit convenor and teaching 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 PGCertSpEd or MTeach(Birth to Five Years) or GradCertEdS or GradCertHEd or GradDipIndigenousEd or MIndigenousEd

Corequisites

Co-badged status

Unit description

This unit examines learning technology selection, implementation issues, and evaluation in a variety of educational contexts. It provides opportunities to consider theory in relation to practice and encourages experimentation as well as the evaluation of pedagogical practices.

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:

Students integrate technology effectively into their classroom practice.

Students describe a range of contemporary ICTs and critically evaluate their potentials for educational purposes.

Students develop ICT-based learning designs based on appropriate selection and use of

contemporary educational technologies.

Students 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

Participants can explain in a broad sense how ICTs impact on our social, cultural and educational lives

In their working context, students model positive attitudes and social behaviours relating to the integration of ICTs within teaching and learning, including effective participation in groupwork processes.

General Assessment Information

The way in which your assessment tasks are submitted will depend on the form of the assignment. The Lesson Plan and the Learning Activity Design should both be submitted as documents via the corresponding task submission box on iLearn. The ePortfolio will be submitted as a URL through the corresponding submission box on iLearn. Participation to class discussions will be assessed directly via your contributions to the iLearn site (general discussion forums and any other collaborative tools) All assignments should be submitted via iLearn, the Learning Management System. However, there will be occasions when submission may be required in another form, for example via a wikiblog. In these cases you must provide the marker with an accessible URL to your work in order for your task to be deemed submitted. Your instructor will guide you.

Extensions of time for the submission of the assignments will be granted provided application is made to the Convenor via <http://ask.mq.edu.au>. The application must be or staff member made before the due date and if include a reasonable explanation with documentary support where necessary is provided (for instance, a Professional Authority Form). For more information about the Disruption to Studies policy and procedure see: http://mq.edu.au/policy/docs/disruption_studies/policy.html

The following requirements apply to assessment tasks:

1. All students must keep a copy of their assignments in case a submitted copy is mislaid.
2. Where appropriate, the School of Education Referencing Procedures must be adopted. A copy may be obtained from the School Office, C3A827. These requirements are based on the APA referencing style.
3. The APA Style Help website at <http://www.apastyle.org/apa-style-help.aspx> contains useful material on APA style conventions.
4. Student performance on assessment tasks will be reported using a grade. 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 the unit convenor.

- Remember assignments must be your own work. Plagiarism – using the work of another person and presenting it as one’s own - is a serious offence. Please refer to the University’s Academic Honesty Policy http://www.mq.edu.au/policy/docs/academic_honesty/policy.html.

Assessment Tasks

Name	Weighting	Due
Lesson Plan	15%	9th March
e-Portfolio	40%	final posts 1 June
Learning Activity Design	30%	4th May
Participation	15%	continuing

Lesson Plan

Due: **9th March**

Weighting: **15%**

Students will create and present a **plan** for a lesson, or a short sequence of lessons on the same topic. The designed activities should embed one or more technologies or online tools. It is recommended that students use a pedagogical framework to underpin the design of their lesson/s. The plan will be submitted with a one page (500 words) analysis of the design. Assessment criteria will be made available from the iLearn website.

On successful completion you will be able to:

- Students integrate technology effectively into their classroom practice.
- Students develop ICT-based learning designs based on appropriate selection and use of contemporary educational technologies.
- Students 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

e-Portfolio

Due: **final posts 1 June**

Weighting: **40%**

Students will keep a portfolio of their learning in the form of weekly posts in a blog or wiki to reflect on and practise the ICTs discussed in the course. It is expected that they will use the blog

or wiki to justify how and why specific technologies might be used to enhance their teaching practice and to evaluate their choices pedagogically, through evidence from the literature.

* The e-portfolio is a work in progress throughout the course and cannot be done at the last minute.

On successful completion you will be able to:

- Students describe a range of contemporary ICTs and critically evaluate their potentials for educational purposes.
- Students 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
- Participants can explain in a broad sense how ICTs impact on our social, cultural and educational lives
- In their working context, students model positive attitudes and social behaviours relating to the integration of ICTs within teaching and learning, including effective participation in groupwork processes.

Learning Activity Design

Due: **4th May**

Weighting: **30%**

Students will design and create a technology-rich learning activity or assignment task for those in their working context. This can be in the form of a website, a WebQuest, a project-based learning activity or in other formats suitable for disseminating the task to students. Students are advised to have the activity completed by participants to verify that it is good practice and effective pedagogically. To complement this activity, an 800 word scholarly justification for the pedagogical design of the project will be submitted. Assessment criteria will be made available from the iLearn website.

On successful completion you will be able to:

- Students integrate technology effectively into their classroom practice.
- Students develop ICT-based learning designs based on appropriate selection and use of contemporary educational technologies.
- Students 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

Participation

Due: **continuing**

Weighting: **15%**

21st Century learning requires active and collaborative participation in the learning process. Therefore contributions to discussions and to class tasks are assessable.

On successful completion you will be able to:

- In their working context, students model positive attitudes and social behaviours relating to the integration of ICTs within teaching and learning, including effective participation in groupwork processes.

Delivery and Resources

EDCN865 is primarily an online course and all materials are delivered through Macquarie University's online learning management system iLearn <http://ilearn.mq.edu.au>.

Technology Used and Required

The course requires access to a device with internet and word processing. Although this is a unit about technology in education, the aim is not to teach skills, but rather pedagogical approaches to technology in the classroom. However, participants are expected to have some prior knowledge of the technologies commonly used day-to-day.

Lecture and Tutorial Times

There are six on-site workshops and all participants are encouraged to attend. The collegiality and sharing of ideas creates valuable learning.

On-campus Workshops

- Week 2: 2nd March
- Week 4: 16th March
- Week 6: 30th March
- Week 8: 27th April
- Week 10: 11th May
- Week 12: 25th May

Time: 7:00 - 9:00p.m.

Venue: C5A 204

Teaching and Learning Strategy

The assessment tasks for EDCN865 focus on participants designing and creating technology-rich and real activities to be used in their working contexts, and on reflecting on the activities'

pedagogical effectiveness. In this sense, the course aims to be practical but underpinned by learning theories.

Information about iLearn and Resources

Readings and resources for the current topic are posted each week in iLearn, <http://ilearn.mq.edu.au>

Unit Schedule

Week	On-campus seminar	Topics
Weeks 1 and 2	Week 2: 2 March Learning Technologies in Practice: <ul style="list-style-type: none"> • Rationale • Design Foundations 	Week 1: 21 st Century and the new literacies Week 2: Planning ICT-rich lessons <ul style="list-style-type: none"> • 21st Century skills • Pedagogies and learning theories
Monday 9 March – Assessment 1 Plan a Technology-rich unit of work/sequence of lessons due at end of day		
Weeks 3 and 4	Week 4: 16 March	21 st Century Skills – Creativity and Innovation Week 3: Web 2.0 technologies Week 4: Mobile learning; augmented reality
Weeks 5 and 6	Week 6: 30 March	21 st Century Skills – Critical Thinking and Problem Solving Week 5: Learning objects and digital resources Week 6: Games, virtual worlds; Minecraft
Mid-semester break		
Weeks 7 and 8	Week 8: 27 April	21 st Century Skills: Communication and Collaboration Week 7: Web 2.0 tools Week 8: Social networking and communities of practice
Monday 4 May - Assessment 3: Create and Design a Learning Activity due at end of day		
Weeks 9 and 10	Week 10: 11 May	Week 9: Evaluating technology-enabled learning Week 10: Design-based research
Weeks 11 and 12	Week 12: 25 May	Week 11: Social implications Week 12: Futures/conclusion
Monday 1 June Assessment 2: e-Portfolio final postings due at end of day		

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/

Results

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

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 - 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

- Students integrate technology effectively into their classroom practice.
- Students describe a range of contemporary ICTs and critically evaluate their potentials for educational purposes.
- Students develop ICT-based learning designs based on appropriate selection and use of contemporary educational technologies.
- Students 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
- In their working context, students model positive attitudes and social behaviours relating to the integration of ICTs within teaching and learning, including effective participation in groupwork processes.

Assessment tasks

- Lesson Plan
- e-Portfolio
- Learning Activity Design

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

- Students integrate technology effectively into their classroom practice.
- Students describe a range of contemporary ICTs and critically evaluate their potentials for educational purposes.
- Students develop ICT-based learning designs based on appropriate selection and use of contemporary educational technologies.
- Students 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

- Lesson Plan
- e-Portfolio
- Learning Activity Design

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

- Students integrate technology effectively into their classroom practice.
- Students describe a range of contemporary ICTs and critically evaluate their potentials for educational purposes.
- Students 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

- Lesson Plan
- e-Portfolio
- Learning Activity Design

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

- Students develop ICT-based learning designs based on appropriate selection and use of contemporary educational technologies.
- Students 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 task

- e-Portfolio

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

- Participants can explain in a broad sense how ICTs impact on our social, cultural and educational lives
- In their working context, students model positive attitudes and social behaviours relating to the integration of ICTs within teaching and learning, including effective participation in groupwork processes.

Assessment tasks

- Lesson Plan
- e-Portfolio
- Learning Activity Design
- Participation

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

- Participants can explain in a broad sense how ICTs impact on our social, cultural and educational lives
- In their working context, students model positive attitudes and social behaviours relating to the integration of ICTs within teaching and learning, including effective participation in groupwork processes.

Assessment tasks

- Lesson Plan
- e-Portfolio
- Participation

Changes from Previous Offering

Assessment 2: The learning journal changes focus to become an e-Portfolio, which can be used for evidence of professional practice in technology-enhanced learning environments, for future use in the workplace. The weighting of this assessment changes from 30% to 40%.

The previous Assessment 4: Showcase of Learning Activities has been removed, providing more weighting for Assessment 3: Design and Creation of a Technology-Rich Learning Activity. The weighting for this assessment is now 30%.

Assessment 1: Design of a Technology-rich Lesson Plan now has a weighting of 15% and Assessment 4: Participation in Class Discussions and Tasks is now 15%

Educational Philosophy

Introduction

This unit is designed for classroom teachers who wish to explore ways of integrating Information Communications Technologies (ICTs) into their teaching and learning. It provides opportunities to consider theory in relation to practice, allows for the development of relevant skills (not necessarily technological), and encourages experiment and evaluation of classroom practices. It is also concerned with educational issues related to the use of technology in the classroom - the language involved, the pedagogies that are appropriate, and the new literacies associated with 21st Century learning.

We plan to use the many opportunities of collaborating with each other throughout the thirteen weeks of the semester. We will also be drawing upon the expertise of the group in order to learn from each other and stay up-to-date. It is our aim to tailor the unit to your needs as far as is

practicable and to this end we offer a flexible curriculum design and a wide range of choices for assessment tasks. We hope the unit proves to be a worthwhile experience for you and that it makes a significant contribution to your own, and indirectly, to your students' learning.

Educational Philosophy

The general educational philosophy of the unit is outlined below. It is offered here to give you an understanding of the basis on which decisions about the unit have been made.

1. Each of you comes to the unit with a different background and different expectations. We hope to draw on your experiences as a resource for learning that can be shared with others so that we can contribute to and gain from each other's knowledge, experience and research activities. All of us, as participants, are teachers and learners.
2. We try to give you room for choice so that you can individualise your learning experiences as much as possible, particularly in relation to assessment.
3. As staff, we see our role as providing you with a framework for a unit of study in which we act as facilitators who make known the range of available resources and strategies to enable the exploration of options in your chosen areas of study. Our role includes:
 - providing guidelines for independent study by participants
 - acting as a sounding board to assist participants to clarify their thinking and make decisions about their personalised programs
 - being a resource person for the group and sharing skills, knowledge and experience where appropriate with the participants
 - suggesting criteria by which work is to be evaluated and applying these criteria in evaluating your work
 - encouraging you to engage in critical thinking and reflection, appropriate to postgraduate study.
4. We want you to experience a diversity of approaches in the organisation of your learning experiences. To achieve this goal, the unit will include the opportunity to work individually as well as collaboratively.
5. We have found the effectiveness of learning is increased when participants reflect on their own learning. You will, therefore, have opportunities to evaluate your own learning during the unit.
6. Students are encouraged to recognise the opportunities provided by this unit for developing their generic skills in:

- Foundation skills of literacy, numeracy and information technologySelf-awareness and interpersonal skills, including the capacity for self-management
- Collaboration and leadership
- Communication skills for effective presentation and cultural understanding
- Problem-solving skills to supply and adapt knowledge to the real world
- Critical analysis skills to evaluate, synthesise and judge
- Creative thinking skills to imagine, invent and discover