



# EDUC706

## Learning and Technology

S1 External 2015

*Dept of Education*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

John Hedberg

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Credit points

4

Prerequisites

Admission to MRes

Corequisites

Co-badged status

Unit description

This unit aims to develop and extend your understanding of current issues in the areas of information technology and educational programs. A central focus will be how, and in what situations, the use of information and communication technologies improves teaching and learning and, how and under what conditions this can be achieved. You will be encouraged to apply your developing understandings to contexts of your own choice. To contextualise current issues the unit will examine how these have developed over time, beginning with early research relating to technology uses in educational settings, and then exploring contemporary issues being researched or unfolding in the literature.

## 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:

1. evaluate the historically relevant concepts, terminology, and principles of learning with information and communications technologies.
2. locate current relevant text based and electronically transmitted resources in the field.
3. identify and give an account of significant problems and issues that have influenced the successful employment of technologies in learning.
4. present an individual perspective on current research on the application of digital technologies in learning.
5. present a critical analysis of the views of others about the application of digital

technologies in learning.

6. apply theory and practice to the use of digital technologies to a variety of educational settings.

7. reflect on experiences of learning with technologies during the unit and effectively articulate these reflections.

## Assessment Tasks

Name	Weighting	Due
<a href="#"><u>Using Digital Learning Tools</u></a>	5%	Week 2
<a href="#"><u>History of Learning Technologi</u></a>	20%	Week 7
<a href="#"><u>Online Discussion Contribution</u></a>	30%	Week 7 and Week 13
<a href="#"><u>Current Issues in TBL</u></a>	45%	Week 13

### Using Digital Learning Tools

Due: **Week 2**

Weighting: **5%**

You will not be graded on blog entries, 5% will be given on a contributed/non-contributed basis over the first two weeks of the unit . While ongoing use is not assessable, It is anticipated that participants will continue to use the class blog to share novel ideas, reflect on readings and to share their developing understanding of project-specific topics. Adding your image so that might have some idea about you is part of this task.

On successful completion you will be able to:

- 2. locate current relevant text based and electronically transmitted resources in the field.

### History of Learning Technologi

Due: **Week 7**

Weighting: **20%**

This is a series of learning assignments. Each participant is required to contribute to the course Google Drive shared folder about the history of the field and also individual writers within it. These contributions sit along side the discussion topics. They include individual interpretation of the learning technologies history, presentation of ideas in different ways such as a concept map of the relationship between technologies and their effective educational use, and represented in a the historical time line, discussion forums and individual contributions.

On successful completion you will be able to:

- 1. evaluate the historically relevant concepts, terminology, and principles of learning with information and communications technologies.
- 2. locate current relevant text based and electronically transmitted resources in the field.
- 3. identify and give an account of significant problems and issues that have influenced the successful employment of technologies in learning.
- 5. present a critical analysis of the views of others about the application of digital technologies in learning.

## Online Discussion Contribution

Due: **Week 7 and Week 13**

Weighting: **30%**

You will be assessed on the quality and appropriateness of the majority of your responses online to set tasks. Your grade will be made up of 2 parts - the first for weeks 1-7; the second for weeks 8-13. Please make your contributions within the time allotted. If there are reasons for you to be late with your contributions as occasionally and inevitably happens, it is helpful if you would inform the class to expect a late posting. The weighting is 30% (15% for each half).

On successful completion you will be able to:

- 1. evaluate the historically relevant concepts, terminology, and principles of learning with information and communications technologies.
- 3. identify and give an account of significant problems and issues that have influenced the successful employment of technologies in learning.
- 4. present an individual perspective on current research on the application of digital technologies in learning.
- 7. reflect on experiences of learning with technologies during the unit and effectively articulate these reflections.

## Current Issues in TBL

Due: **Week 13**

Weighting: **45%**

A learning experience on a topic to be agreed but one that leads others into an understanding of the issues surrounding the use of information and communication technologies in learning. Part of the exercise will be, in small groups (2-3), to create some learning activities and to organise online experiences so that other members of the unit can learn about the important issues in your chosen topic. You might as a group, moderate a discussion or some other interaction appropriate to your topic and encourage participation of the whole class.

Students will need to select and propose topics and also locate group members during discussions in the first two to three weeks. Please see broad topic areas for projects that are

listed as 'Current Issues' in the weekly topics for Weeks 8-12. The experiential task will be presented to the class for completion during the second half of the semester using an allocated space in Moodle (or iLearn). The small group tasks provide the weekly activities for the unit during Weeks 7 to 12. It is expected that participants will allocate time to completing each activity.

While the online component is a shared group activity you should write up an analysis of the topic as it impacts on your own personal work context. The form of the write up will be a report or review that might be shared with your colleagues about the lessons you personally have learned. (Refer to the Bonk and Khoo text for possible ideas).

On successful completion you will be able to:

- 3. identify and give an account of significant problems and issues that have influenced the successful employment of technologies in learning.
- 4. present an individual perspective on current research on the application of digital technologies in learning.
- 5. present a critical analysis of the views of others about the application of digital technologies in learning.
- 6. apply theory and practice to the use of digital technologies to a variety of educational settings.
- 7. reflect on experiences of learning with technologies during the unit and effectively articulate these reflections.

## Delivery and Resources

The unit is eRectively in two sections, each is taught with readings, synchronous online sessions, asynchronous online activities and small group tasks. The Srst 6-7 weeks are the Srst section and deal with the historical impact (or lack of ) technologies in a variety of learning and teaching contexts. The second section is focussed on you individually or in a small group exploring current issues and the associated research.

You are expected to participate in all activities and present a joint exploration in the second half of the unit. To complete these activities in the second half of the semester you will be given access to your own group project area.

Most resources are provided within the unit web site on iLearn, or can be found through web searches or the library's electronic journal collection.

## Unit Schedule

Module	Week	Beginning	Activity	Topic (This is indicative but the listing on the Moodle site is what is going to happen)
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<p><b>1.1 Introduction</b></p>	<p>1</p>	<p>23/2/2015</p>	<p>Read Cuban and contribute to the discussion forums in iLearn. (Aim to scan sections of the book to identify key points and perspectives)</p>	<p>Overview of the unit. Expectations about participation and assessment.</p> <p>This week is to explore participant's access to the technologies, introduce the web site and the course structure.</p> <p>Cuban suggests ICTs are "oversold and underused" are they?</p>
<p>1.2</p>	<p>2</p>	<p>2/3/2015 On campus meeting 5-7 pm</p>	<p>Discussion on Modalities and Multiliteracies</p>	<p>Contribute to Module 1 discussion forums.</p> <p><i>Submission of the *rst Blog entries.</i></p>
<p><b>2.1 Early history 1960s</b></p>	<p>3</p>	<p>9/3/2015</p>	<p>Online discussion <i>Commitment for *nal projects and groups</i></p>	<p>What ICTs were involved in education prior to the 60s?</p> <p>Mass education and the rise of television. Greater communications possibilities become available for individual classrooms. The changing paradigms in the 1960s.</p> <p><i>Submission of proposed *nal session topics.</i></p> <p><i>Review of Blog entries (*rst assessment)</i></p>

Module	Week	Beginning	Activity	Topic (This is indicative but the listing on the Moodle site is what is going to happen)
2.2 1970s	4	16/3/ 2015	Online discussion	1970s and the rise of the machines. Technology options and the personal computer.
2.3 1980s Examples of good practice	5	23/3/ 2015  On campus meeting 5-7 pm	Online discussion	Technology-rich classrooms. What we learned about successful ICTs learning. ACOT and implementation studies. The debates about media and methods — Clark versus Kozma
3.1 1990s +	6	30/3/ 2015	Online discussion	1990s and disillusionment. Refer back to Cuban 1990s and rethinking personal use of ICTs and learning.
		6/4/2015	Break Week	Disruptive pedagogies a way of making a diRerence.
		13/4/ 2015	Break Week	Preparation of Group and individual assessment. No formal online activity <b>Groups will have all content and activities ready for use</b>
4 Key issues	7	20/4/ 2015  On campus meeting 5-7 pm	Online discussion (Note new location for W8- 12 discussion activities, as per Section 7 of Unit Outline)	Beginning of research discussions lead by groups based on the Major assignment (see below)  Current Issues — Mobility and wireless?
Group discussions	8	27/4/ 2015	Online discussion	Current Issues — LMS, Digital Libraries and Learning Objects?

Module	Week	Beginning	Activity	Topic (This is indicative but the listing on the Moodle site is what is going to happen)
	9	4/5/2015 On campus meeting 5-7 pm	Online discussion	Current Issues — Games and other self-motivational strategies?
	10	11/5/2015	Online discussion	Current Issues — Modalities and construction of artefacts?
	11	18/5/ 2015	Online discussion.	Current Issues — Futures ? Final Presentation of individual assignments
Last meeting	12	25/5/2015 On campus meeting 5-7 pm	Discussion	Discussion on remaining issues
	13	1/6/2015		<b>Online submission of ;nal assignment</b>

## 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](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](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](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/](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](http://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](http://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

- 1. evaluate the historically relevant concepts, terminology, and principles of learning with information and communications technologies.
- 4. present an individual perspective on current research on the application of digital technologies in learning.
- 5. present a critical analysis of the views of others about the application of digital technologies in learning.
- 6. apply theory and practice to the use of digital technologies to a variety of educational settings.
- 7. reflect on experiences of learning with technologies during the unit and effectively articulate these reflections.

## Assessment task

- Current Issues in TBL

## 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

- 1. evaluate the historically relevant concepts, terminology, and principles of learning with information and communications technologies.
- 3. identify and give an account of significant problems and issues that have influenced the successful employment of technologies in learning.

## Assessment task

- Using Digital Learning Tools

## 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

- 1. evaluate the historically relevant concepts, terminology, and principles of learning with information and communications technologies.
- 3. identify and give an account of significant problems and issues that have influenced the successful employment of technologies in learning.

## Assessment task

- History of Learning Technologi

## 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

- 2. locate current relevant text based and electronically transmitted resources in the field.
- 3. identify and give an account of significant problems and issues that have influenced the successful employment of technologies in learning.
- 6. apply theory and practice to the use of digital technologies to a variety of educational settings.

## Assessment tasks

- History of Learning Technologi
- Online Discussion Contribution
- Current Issues in TBL

## 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

- 4. present an individual perspective on current research on the application of digital technologies in learning.
- 5. present a critical analysis of the views of others about the application of digital

technologies in learning.

## **Assessment tasks**

- Online Discussion Contribution
- Current Issues in TBL

## **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**

- 4. present an individual perspective on current research on the application of digital technologies in learning.
- 7. reflect on experiences of learning with technologies during the unit and effectively articulate these reflections.

## **Assessment task**

- Current Issues in TBL