



# EDCN861

## Learning Technologies: Contexts and Future

S1 Evening 2015

*Dept of Education*

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## General Information

Unit convenor and teaching staff

Unit Convenor

John Hedberg

[john.hedberg@mq.edu.au](mailto:john.hedberg@mq.edu.au)

Contact via by email

C3A 811

Mondays 2-4pm

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

EDUC706

Unit description

Where and how has technology contributed to learning? What could we expect to happen in the near future? This unit develops and extends students' understanding of historical, current and future issues as information and communications technology (ICT) are employed in educational programs. It is a survey unit that explores the history of teaching and learning with ICTs, current concerns and projected future impact on educational contexts.

## 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. understand relevant concepts, terminology, and principles relating the roles for digital technologies in learning contexts
2. locate relevant text based and electronically transmitted resources and use them in an

argued position

3. identify and give an account of significant problems and issues that define the challenges for technologies in learning contexts
4. develop and present an individual perspective on historical and current issues
5. present a critical analysis of the views of others about how technologies have impacted the learning context
6. apply theory and practice to solve problems related to a variety of educational settings
7. develop skills of working online with others on a group task
8. develop skills in using effective strategies to present your ideas to others online
9. develop skills in reflecting on experiences of learning during the unit and experiment with ways of effectively articulating these reflections

## Assessment Tasks

Name	Weighting	Due
<a href="#"><u>Using digital learning tools</u></a>	5%	Week 2
<a href="#"><u>History of Technologies in Lea</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 be not be graded on blog entries only 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 reading and to share their developing understanding of project-specific topics. Adding your image so that others might have some idea about you is part of this task.

On successful completion you will be able to:

- 1. understand relevant concepts, terminology, and principles relating the roles for digital technologies in learning contexts

### History of Technologies in Lea

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:

- 2. locate relevant text based and electronically transmitted resources and use them in an argued position
- 3. identify and give an account of significant problems and issues that define the challenges for technologies in learning contexts
- 4. develop and present an individual perspective on historical and current issues

## 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:

- 2. locate relevant text based and electronically transmitted resources and use them in an argued position
- 3. identify and give an account of significant problems and issues that define the challenges for technologies in learning contexts
- 4. develop and present an individual perspective on historical and current issues
- 5. present a critical analysis of the views of others about how technologies have impacted the learning context
- 6. apply theory and practice to solve problems related to a variety of educational settings
- 7. develop skills of working online with others on a group task
- 9. develop skills in reflecting on experiences of learning during the unit and experiment with ways of effectively articulating 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:

- 2. locate relevant text based and electronically transmitted resources and use them in an argued position
- 3. identify and give an account of significant problems and issues that define the challenges for technologies in learning contexts
- 5. present a critical analysis of the views of others about how technologies have impacted the learning context
- 6. apply theory and practice to solve problems related to a variety of educational settings
- 7. develop skills of working online with others on a group task
- 8. develop skills in using effective strategies to present your ideas to others online
- 9. develop skills in reflecting on experiences of learning during the unit and experiment with ways of effectively articulating these reflections

## **Delivery and Resources**

The unit is effectively in two sections, each is taught with readings, synchronous online sessions, asynchronous online activities and small group tasks. The first 6-7 weeks are the first 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

Overview of the unit content

<b>Module</b>	<b>Week</b>	<b>Beginning</b>	<b>Activity</b>	<b>Topic (This is indicative but the listing on the Moodle site is what is going to happen)</b>
1.1 Introduction	1	23/2/2015	Read Cuban and contribute to the discussion forums in iLearn. (Aim to scan sections of the book to identify key points and perspectives)	<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>
1.2	2	2/3/2015 On campus meeting 5-7 pm	Discussion on Modalities and Multiliteracies	<p>Contribute to Module 1 discussion forums.</p> <p><i>Submission of the first Blog entries.</i></p>
2.1 Early history 1960s	3	9/3/2015	Online discussion <i>Commitment for final projects and groups</i>	<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 final session topics.</i></p> <p><i>Review of Blog entries (first assessment)</i></p>
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 difference.
		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>

<b>Module</b>	<b>Week</b>	<b>Beginning</b>	<b>Activity</b>	<b>Topic (This is indicative but the listing on the Moodle site is what is going to happen)</b>
<b>4 Key issues</b>	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?
<b>Group discussions</b>	8	27/4/2015	Online discussion	Current Issues — LMS, Digital Libraries and Learning Objects?
	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 final 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](http://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**

- 3. identify and give an account of significant problems and issues that define the challenges for technologies in learning contexts
- 4. develop and present an individual perspective on historical and current issues
- 6. apply theory and practice to solve problems related to a variety of educational settings
- 9. develop skills in reflecting on experiences of learning during the unit and experiment with ways of effectively articulating these reflections

## **Assessment tasks**

- History of Technologies in Lea
- Online Discussion contribution
- 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. understand relevant concepts, terminology, and principles relating the roles for digital technologies in learning contexts
- 2. locate relevant text based and electronically transmitted resources and use them in an argued position

## **Assessment tasks**

- Using digital learning tools
- History of Technologies in Lea
- Online Discussion contribution
- Current Issues in TBL

## **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**

- 3. identify and give an account of significant problems and issues that define the challenges for technologies in learning contexts
- 5. present a critical analysis of the views of others about how technologies have impacted the learning context
- 8. develop skills in using effective strategies to present your ideas to others online
- 9. develop skills in reflecting on experiences of learning during the unit and experiment with ways of effectively articulating these reflections

### **Assessment tasks**

- History of Technologies in Lea
- Online Discussion contribution
- Current Issues in TBL

## **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 relevant text based and electronically transmitted resources and use them in an argued position
- 3. identify and give an account of significant problems and issues that define the challenges for technologies in learning contexts
- 4. develop and present an individual perspective on historical and current issues

### **Assessment tasks**

- History of Technologies in Lea
- 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**

- 7. develop skills of working online with others on a group task
- 8. develop skills in using effective strategies to present your ideas to others online

### **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. develop and present an individual perspective on historical and current issues
- 5. present a critical analysis of the views of others about how technologies have impacted the learning context
- 6. apply theory and practice to solve problems related to a variety of educational settings
- 7. develop skills of working online with others on a group task
- 8. develop skills in using effective strategies to present your ideas to others online
- 9. develop skills in reflecting on experiences of learning during the unit and experiment with ways of effectively articulating these reflections

### **Assessment tasks**

- History of Technologies in Lea
- Online Discussion contribution
- Current Issues in TBL

## **Changes from Previous Offering**

The unit has been restructured to reduce some of the reading and several of the previous learning activities undertaken online will become part of the tutorial sessions.