



EDCN861

Learning Technologies: Contexts and Future

S1 Online 2016

Dept of Education

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General Information

Unit convenor and teaching staff

John Hedberg

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Michael Stevenson

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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

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:

- understand relevant concepts, terminology, and principles relating the roles for digital technologies in learning contexts
- locate relevant text based and electronically transmitted resources and use them in an argued position
- identify and give an account of significant problems and issues that define the

challenges for technologies in learning contexts

develop and present an individual perspective on historical and current issues

present a critical analysis of the views of others about how technologies have impacted the learning context

apply theory and practice to solve problems related to a variety of educational settings

develop skills of working online with others on a group task

develop skills in using effective strategies to present your ideas to others online

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
<u>Using digital learning tools</u>	5%	By the end of Week 2
<u>History Learning Technologies</u>	25%	End of week 7
<u>Online discussion</u>	40%	Week 7 and Week 14
<u>Current Issues in TBL</u>	30%	Week 14

Using digital learning tools

Due: **By the end of Week 2**

Weighting: **5%**

Add photos and personal information to your online bio.

On successful completion you will be able to:

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

History Learning Technologies

Due: **End of week 7**

Weighting: **25%**

Contributions to the discussion fora on the historical periods of learning technologies. This will require research and contribution to a forum.

On successful completion you will be able to:

- locate relevant text based and electronically transmitted resources and use them in an argued position

- identify and give an account of significant problems and issues that define the challenges for technologies in learning contexts
- develop and present an individual perspective on historical and current issues

Online discussion

Due: **Week 7 and Week 14**

Weighting: **40%**

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:

- locate relevant text based and electronically transmitted resources and use them in an argued position
- identify and give an account of significant problems and issues that define the challenges for technologies in learning contexts
- develop and present an individual perspective on historical and current issues
- present a critical analysis of the views of others about how technologies have impacted the learning context
- apply theory and practice to solve problems related to a variety of educational settings
- develop skills of working online with others on a group task
- 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 14**

Weighting: **30%**

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:

- locate relevant text based and electronically transmitted resources and use them in an argued position
- identify and give an account of significant problems and issues that define the challenges for technologies in learning contexts
- present a critical analysis of the views of others about how technologies have impacted the learning context
- apply theory and practice to solve problems related to a variety of educational settings
- develop skills of working online with others on a group task
- develop skills in using effective strategies to present your ideas to others online
- 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.

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

New Assessment Policy in effect from Session 2 2016 <http://mq.edu.au/policy/docs/assessm>

[ent/policy_2016.html](http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/). For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.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://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources 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

- identify and give an account of significant problems and issues that define the challenges for technologies in learning contexts
- develop and present an individual perspective on historical and current issues
- present a critical analysis of the views of others about how technologies have impacted the learning context
- apply theory and practice to solve problems related to a variety of educational settings
- develop skills in reflecting on experiences of learning during the unit and experiment with ways of effectively articulating these reflections

Assessment tasks

- History Learning Technologies
- Online discussion
- 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

- understand relevant concepts, terminology, and principles relating the roles for digital technologies in learning contexts
- develop skills in using effective strategies to present your ideas to others online

Assessment tasks

- Using digital learning tools
- 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

- understand relevant concepts, terminology, and principles relating the roles for digital technologies in learning contexts
- locate relevant text based and electronically transmitted resources and use them in an argued position
- develop and present an individual perspective on historical and current issues
- present a critical analysis of the views of others about how technologies have impacted the learning context
- apply theory and practice to solve problems related to a variety of educational settings
- develop skills in using effective strategies to present your ideas to others online
- develop skills in reflecting on experiences of learning during the unit and experiment with ways of effectively articulating these reflections

Assessment tasks

- Using digital learning tools
- History Learning Technologies
- Online discussion
- 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

- locate relevant text based and electronically transmitted resources and use them in an argued position
- identify and give an account of significant problems and issues that define the challenges for technologies in learning contexts
- apply theory and practice to solve problems related to a variety of educational settings
- develop skills of working online with others on a group task

Assessment tasks

- History Learning Technologies
- Online discussion
- 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

- understand relevant concepts, terminology, and principles relating the roles for digital technologies in learning contexts
- locate relevant text based and electronically transmitted resources and use them in an argued position
- present a critical analysis of the views of others about how technologies have impacted the learning context
- develop skills in using effective strategies to present your ideas to others online
- develop skills in reflecting on experiences of learning during the unit and experiment with ways of effectively articulating these reflections

Assessment tasks

- Using digital learning tools
- History Learning Technologies

- Online discussion
- 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

- identify and give an account of significant problems and issues that define the challenges for technologies in learning contexts
- develop and present an individual perspective on historical and current issues
- present a critical analysis of the views of others about how technologies have impacted the learning context
- develop skills of working online with others on a group task

Assessment tasks

- History Learning Technologies
- Online discussion
- Current Issues in TBL