EDUC362

Digital Creativity and Learning

S1 Day 2017

Department of Educational Studies

Contents

General Information

Unit convenor and teaching staff
Unit Convenor
Matt Bower
matt.bower@mq.edu.au
Contact via matt.bower@mq.edu.au

Tutor
David Grover
david.grover@mq.edu.au
Contact via david.grover@mq.edu.au

Tutor
Karen Woo
karen.woo@mq.edu.au
Contact via karen.woo@mq.edu.au
TBA

Credit points
3

Prerequisites
(39cp at 100 level or above) or admission to BEd(Sec)

Corequisites

Co-badged status

Unit description
This unit addresses advanced themes in technology enabled learning. The social and pedagogical implications of emerging technologies are examined, including augmented reality, robotics and digital games. Emphasis is placed on how to effectively develop students' creativity, including in the areas of computational and design thinking. The unit also covers current trends in the field of learning design, as well as the use of technology for educational research. Students are provided with a more in-depth grounding on technical aspects of Information and Communication Technologies as well as issues surrounding effective implementation in classrooms with a view to helping them become technology leaders in schools. Students have the scope to explore other contemporary educational technologies as part of their emerging technology design project and their ePortfolio.

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:

Identify a range of emerging educational technologies and critically discuss their pedagogical and social implications

Critically review literature and discourse relating to the use of technology in the classroom

Create innovative and effective learning designs using emerging technologies

Utilise educational technologies to support reflective practice and research

Constructively engage in a community of practice focused on the effective use of technology for learning and teaching

General Assessment Information

It is important to check the EDUC362 unit website and student email regularly as assessment clarifications may be announced and it will be assumed all students have read them. The following requirements apply to assessment tasks:

1. The e-Portfolio tasks (Task 1 and Task 4) should be completed via the Macquarie University Wordpress site (link available from the unit website).
2. The Independent Research Review (Task 2) and Emerging Technology Module justification (Task 3) are to be submitted via the Turnitin assignment drop-box available from the unit website. The name of your assignment file should include your full name and the task – for instance MattBowerTask2.doc.
3. Extensions of time for the submission of the assignment will be granted only in special circumstances. Applications for such extensions must be made in accordance with the Macquarie University Disruptions to Study Policy (see http://www.mq.edu.au/policy/docs/disruption_studies/policy.html). In particular, all applications for special consideration need to be made online via Ask (http://ask.mq.edu.au). The Professional Authority Form (PAF) is the officially required documentation, which must be completed by a registered health professional or professional within Macquarie University Campus Wellbeing and Support Services. A copy of the PAF is available online: http://www.mq.edu.au/policy/docs/disruption_studies/Form_Disruption to Studies_PAF.pdf.
4. Late assignments will be penalised at a rate of 5% of the maximum mark for an

assignment for each day it is late. The late penalty does not apply when an extension of time has been granted.

5. It should be noted that late assignments cannot be accepted for grading after marked assignments have been returned.
6. Students are responsible for periodic back up of any digital work during the creation of an assignment. In case of system failure students will be provided with reasonable time compensation commensurate with the amount of time that the system was down. All students must keep a digital copy of their assignments so that in case of system failure the assignment can be resubmitted.
7. Students should keep strictly within the stated length or word limit, and students may be penalised for exceeding this limit. Reference lists are not included in the word count. Appendices are not included in the word count, though it is at the marker's discretion as to whether information in appendices is taken into account for determining grades so please ensure all essential information is included in the main body of the submission.
8. The Department of Educational Studies Referencing Procedures must be adopted. These requirements are based on the APA style. Online guides are provided via the unit website to support students with their referencing.
9. Overall student performance on assignments will be made available as a grade in the iLearn Gradebook.
10. Feedback on assignments will include the assessment of performance in relation to the assignment criteria as well as qualitative feedback in the form of comments. For Turnitin submissions inline feedback may also be provided on a marked up version of the assignment file.
11. 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 a unit convenor.
12. It is particularly important that students note that by submitting their assignment they are acknowledging that their work is original. Remember assignments must be your own work. Plagiarism is a serious offense.

Assessment Tasks

Name	Weighting	Hurdle	Due
Learning Technology Critique	10%	Yes	11:55pm Tuesday 14 March 2017
Independent Research Review	20%	No	11:55pm Monday 17th April 2017

Name	Weighting	Hurdle	Due
Emerging Technology Module	30%	No	11:55pm Sunday 28th May 2017
E-portfolio	40%	No	11:55pm Monday 12 June 2017

Learning Technology Critique

Due: **11:55pm Tuesday 14 March 2017**
Weighting: **10%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

By the middle of Week 3 (by 11:55pm Tuesday 14/2/17) students need to complete their first ePortfolio posting (including feeding back to peers). Guidance about how to setup the ePortolio will be provided in Week 2 tutorial classes, and further information is available via iLearn. For the first ePortfolio post students are to write a critique of an emerging technology that can be used to enhance student creativity (not more than 400 words). While you may select a technology from the tutorial or lecture, for this task we encourage you to independently seek out an emerging technology and apply your own independent thinking as to how it could be used to enhance creativity. Further details about the task requirements and marking rubric are available in iLearn.

This task is a hurdle task, meaning that students must pass this task in order to continue with (pass) the unit.

On successful completion you will be able to:

- Identify a range of emerging educational technologies and critically discuss their pedagogical and social implications
- Constructively engage in a community of practice focused on the effective use of technology for learning and teaching

Independent Research Review

Due: **11:55pm Monday 17th April 2017**
Weighting: **20%**

Students are to complete an independent research review that investigates an area of educational technology usage in-depth. Examples of possible topics include social networking, mobile learning, virtual worlds, digital games, cloud based applications, augmented reality, virtual reality, 3D printing and robotics, or any other emerging technology usage. Check with your tutor if you are unsure whether your selected topic would be valid. The investigation should synthesise research literature as well as other appropriate information sources to present a critical review of pedagogical practices in the domain. Students may also chose to collect real-world examples to demonstrate the ideas being discussed. The review is to be 800 words in length (not including references) and students should include the word count at the bottom of their review. The assignment should be submitted to the assignment dropbox on the unit website. The

assessment rubric for this task will be made available via the unit website.

On successful completion you will be able to:

- Identify a range of emerging educational technologies and critically discuss their pedagogical and social implications
- Critically review literature and discourse relating to the use of technology in the classroom
- Utilise educational technologies to support reflective practice and research

Emerging Technology Module

Due: **11:55pm Sunday 28th May 2017**
Weighting: **30%**

Students are to produce a module featuring theoretically grounded learning activities based around emerging technologies. Possible topics could include robotics to develop computational thinking capabilities, augmented reality to develop physics understanding, a virtual worlds language simulation, an educational game using the Scratch visual programming environment, or 3D printing in industrial design. Chosen technologies must be strongly integrated within the module. The module should relate to a topic or sub-topic from a state or national syllabus document (either existing or proposed).

As a guide students should aim to produce the equivalent of three 45 minute lessons. Students may use any technologies or platforms to create their module of work but it should be available online via a URL. The module should comprise the instructions and resources that students will encounter in the lesson sequence. It should also include an assessment component (formative or summative).

Students are also required to submit a 600 word justification that provides a pedagogical justification of their design. The justification should clearly explain how the module fosters creative thinking in the content area being addressed. It should also and explain how student learning and the effectiveness of the module of work can be evaluated. Arguments should be supported by reference to educational theory. The justification may also be included on the website for the module. The targeted learning outcomes should be included in an Appendix. Appendices and references are not included in the word count. The justification should be submitted via the assignment dropbox on the unit website, and must include the URL to the module. The URL must be provided at the top of the justification and accessible by the marker in order for the assignment to be considered submitted. Justifications must include a disclaimer at the top of the first page that states "The website associated with this task has not been edited after the submission date". If any changes are made after the submission date then the tutor must be contacted to explain the nature of the changes and the explanation for them (late penalties may apply).

Students are also required to provide a 5 minute presentation or 'pitch' of their module to the their peers and teacher. Students are not expected to create separate presentation slides, but rather present and explain their module directly. The presentation should include at least one

'vignette' that models the teaching approaches embedded within the module. This provides students with the opportunity to showcase the module and explain key components of their design. The presentations will occur in the last two weeks of tutorial classes.

The assessment rubric for this task will be made available via the unit website.

On successful completion you will be able to:

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- Critically review literature and discourse relating to the use of technology in the classroom
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E-portfolio

Due: **11:55pm Monday 12 June 2017**
Weighting: **40%**

Students are to complete a personal e-Portfolio that showcases the skills and understandings they have developed throughout the unit. This e-Portfolio is not to be merely a collection of digital artefacts - it must evidence a familiarity with how a wide range of technologies can be used to foster digital creativity and learning. The e-Portfolio will be completed using a blog, and students will be provided with details about how to create their e-Portfolio in the first two weeks of tutorial classes.

The e-Portfolio should include such items as personal work samples, critical discussion of key pedagogical issues, links to other resources, and references to educational literature relating to the topics covered within the unit. As a guide, students should complete an approximately 350 word post for each week of classes (not more than 400 words, excluding references). Posts should be completed within two weeks of the respective tutorial class relating to each topic, and marks may be deducted from students who do not keep their e-Portfolio up-to-date. Note that students may choose to integrate interesting and relevant findings from sources outside the unit in order to enhance their portfolio.

As well as critically reflecting upon their own work students should also spend time reflecting on the work of their peers and providing constructive feedback to them in the form of comments. Each e-Portfolio should include one page that links the comments made on other people's e-Portfolios. The e-Portfolio should be composed for a professional teaching audience (employers, other teachers). It should be designed to support usability through categorisation of posts, clear formatting and appealing aesthetics.

Students will have already provided a link to their portfolio so there is no need to submit anything via iLearn. Unless a disruption to studies application has been submitted via http://ask.mq.edu.au the assignment will be assumed to be submitted at the due date and time. Students may not edit their e-Portfolio after the submission date (checking server logs will

confirm students adhere to this). If a student alters their e-Portfolio after the submission date then the convenor should be contacted immediately to explain what was changed and the reason for amendments. Feedback will be made available via the iLearn Gradebook. The marking rubric for this task will be made available on the unit website.

On successful completion you will be able to:

- Identify a range of emerging educational technologies and critically discuss their pedagogical and social implications
- Critically review literature and discourse relating to the use of technology in the classroom
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Delivery and Resources

Unit Organisation

This unit is organised into ten modules. Each module starts with a lecture to provide a conceptual grounding for the module, followed by the corresponding tutorial. Students are expected to read the readings and review the videos and other resources for the module ***before*** coming to the tutorial. Note that there are no lectures or tutorials following the two-week mid semester break so that pre-service teachers can complete their block practicum.

Lecture

Wednesday 2pm - 3pm, in W5AT1

Weekly Tutorial Schedule

Tutorial Class A: Wednesday, 3pm - 5pm, in C5A204

Tutorial Class B: Thursday, 9am - 11am, in C5A204

Tutorial Class C: Thursday, 11am - 1pm, in C5A204

Tutorial Class D: Thursday, 1pm - 3pm, in C5A204

Tutorial Class E: Thursday, 3pm - 5pm, in C5A204

Students must attend the tutorials for which they have enrolled. This is because students work at a computer during these sessions and there are a limited number of computers available. Students are expected to attend all the tutorials.

Activities completed during tutorials are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit. When assessing participation four major aspects will be taken into account:

- attendance
- preparation including evidence of pre-reading and reviewing online lectures
- general contribution to the workshop via discussion
- completion of the workshop activities.

Attendance at all tutorials is required in order to satisfactorily complete the ePortfolio task. You are required to retain all documentation related to absences. This documentation needs to be presented to the tutor or unit convenor on request. Tutors may decided, at their discretion, to prescribe make-up work for missed tutorials. If you experience serious and unavoidable disruption you should submit a “disruption to studies” request through http://ask.mq.edu.au (see below).

Textbook

There is no textbook for this unit; current readings and links will be provided throughout the session. Readings and resources will be made available online through the unit website.

Copyright Issues

Copyright rules apply to the use of materials taken from other sources. There are images you can use in the development of your presentation without needing to obtain copyright permission. Links to sites that supply copyright free images will be suggested in your tutorials, or you can do a search for them yourselves (Creative Commons). It is essential that you obtain copyright permission for any images you obtain from other web sites or scan from books. The source of the image and an acknowledgement of permission granted must be indicated/provided in your submission. You, and the University, are open to prosecution if you post images taken from other sources without permission. If you particularly need to use material from a website/book, most book publishers and sources of web pages will provide copyright permission if you contact them to ask for permission indicating the use is for educational purposes and not for profit - just clearly indicate that it is only being used for local educational purposes.

Technology Use and Requirements

Accessing and using the Unit Website

The EDUC362 unit website is available from the Macquarie University iLearn system available at: http://ilearn.mq.edu.au.

To access the site students will need to use their student OneID username and password to log in and then choose EDUC362 from My Online Units menu. Please do NOT contact the Unit Convenor regarding iLearn technical support. CONTACT the Macquarie University Library Student IT Help Desk. Phone 9850 4357. Email support@library.mq.edu.au .

iLecture

Recordings of all lectures will be made available online using the ilecture system. These lectures can be downloaded or streamed from within iLearn.

Teacher Education Learning Lab (TEL Lab)

All your tutorials will be held in the TEL Lab. This is a facility for Education students at Macquarie University and is located in C5A201, C5A204 and C5A210. The TEL Lab supports the use of technology as appropriate to our schools. The labs provide a student work area and venue for tutorials. The computers have a variety of educational software and full Internet access.

Students are welcome to use the computers and software provided that the room is not being used by lecturers for a tutorial or workshop. Notices are placed near the Lab doors to indicate opening hours and computer room availability.

Training Support

In order to successfully complete the EDUC362 workshops students need to ensure they have a reasonable level of competence in ICTs and Information Literacy skills. If you feel uncertain about your competency levels it is your responsibility to undertake training to acquire or improve these skills as soon as possible as they will be assumed in the workshops. Options include:

Units of study

The following two units offered in the Faculty of Science develop technological skills:

- ISYS100 – IT and Society (Planet Unit)
- INFO104 – International Computer Driving Licence (Semester 2 only).

Library training

The library offers a range of face-to-face and online workshops to support the development of technological skills. For more details refer to the Macquarie University library website (http://www.mq.edu.au/on_campus/library/) under ‘Training’.

General IT Support and Troubleshooting

For support with access to wireless and other general technology matters, please contact the Macquarie University Library Student IT Help Desk (Phone: 9850 4357; Email: support@mq.edu.au).

Research studies

From time to time it is useful to study how students use digital technologies in order to better understand their effectiveness for teaching and learning. To this extent studies are sometimes conducted that relate to student activities in EDUC362. If this is the case then you will be provided with full notice about the nature of the study, and will be able to indicate whether or not you want to participate. Whether or not you decide to participate will in no way affect your grades, and if the results of any analysis are published then your identity will in no way be revealed. You many also withdraw from a study at any time without consequence. If you have any complaints or reservations about any ethical aspect of your participation in this research, you may contact the Committee through the Research Ethics Officer (telephone [02] 9850 7854, fax [02] 9850 8799, email: ethics@mq.edu.au). Any complaint you make will be treated in

confidence and investigated, and you will be informed of the outcome.

Unit Schedule

Week (Week Commencing)	Lectures	Tutorial Content
Week 1 (27/02/17)	Introduction to Unit / Creativity in Education	Intro to unit & technologies (LMS, wiki, blog) Reflecting on how to encourage creativity in the classroom
Week 2 (06/03/17)	Introduction to Fostering Creativity using Technology	Exploration of technologies to foster creativity Reflecting on pedagogies to support creative technology use
Week 3 (13/03/17)	Design Based Thinking in Education	Designing a learning sequence using technology ***(Task 1 Learning Technology Critique due)***
Week 4 (20/03/17)	Computational Thinking	Tools and strategies for developing computational thinking
Week 5 (27/03/17)	Technology-based Learning Evaluation and Research	*[No tutorials due to Easter]*
Week 6 (03/04/17)	Enhancing Learning using Augmented Reality	Exploring augmented reality and reflecting on its potentials
Week 7 (10/04/17)	Digital Games and Design	Tools for games design Students as designers of games
Mid Session Break (Monday 17th to Friday 28th of April) ***(Task 2 Independent Research Review due)***		
(01/05/17)	*No lecture [Practicum block]*	*No tutorial [Practicum block]*
(08/05/17)	*No lecture [Practicum block]*	*No tutorial [Practicum block]*
Week 8 (15/05/17)	Robotics and Computational Thinking	Solving problems using robots
Week 9 (22/05/17)	Constructionism and the Maker Movement	Embedded systems, electronic circuits, 3D design and printing ***(Task 3 Emerging Technology Module due)***

Week 10 (29/05/17)	Technology Enabled Learning Futures	Emerging Technology Module Presentations I
(05/06/17)	*No Lecture*	Emerging Technology Module Presentations II

(Note that the Task 4 e-Portfolio is due in Week 14)

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_2016.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 (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration

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

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Identify a range of emerging educational technologies and critically discuss their pedagogical and social implications
- Create innovative and effective learning designs using emerging technologies
- Utilise educational technologies to support reflective practice and research
- Constructively engage in a community of practice focused on the effective use of technology for learning and teaching

Assessment tasks

- Emerging Technology Module
- E-portfolio

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to

demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Identify a range of emerging educational technologies and critically discuss their pedagogical and social implications
- Critically review literature and discourse relating to the use of technology in the classroom
- Create innovative and effective learning designs using emerging technologies
- Utilise educational technologies to support reflective practice and research
- Constructively engage in a community of practice focused on the effective use of technology for learning and teaching

Assessment tasks

- Learning Technology Critique
- Independent Research Review
- Emerging Technology Module
- E-portfolio

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcome

- Constructively engage in a community of practice focused on the effective use of technology for learning and teaching

Assessment task

- E-portfolio

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them

competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Identify a range of emerging educational technologies and critically discuss their pedagogical and social implications
- Critically review literature and discourse relating to the use of technology in the classroom
- Create innovative and effective learning designs using emerging technologies
- Utilise educational technologies to support reflective practice and research
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Assessment tasks

- Learning Technology Critique
- Independent Research Review
- Emerging Technology Module
- E-portfolio

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Identify a range of emerging educational technologies and critically discuss their pedagogical and social implications
- Critically review literature and discourse relating to the use of technology in the classroom
- Create innovative and effective learning designs using emerging technologies
- Utilise educational technologies to support reflective practice and research
- Constructively engage in a community of practice focused on the effective use of

technology for learning and teaching

Assessment tasks

- Independent Research Review
- Emerging Technology Module
- E-portfolio

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Identify a range of emerging educational technologies and critically discuss their pedagogical and social implications
- Critically review literature and discourse relating to the use of technology in the classroom
- Create innovative and effective learning designs using emerging technologies
- Utilise educational technologies to support reflective practice and research
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Assessment tasks

- Independent Research Review
- Emerging Technology Module
- E-portfolio

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Identify a range of emerging educational technologies and critically discuss their

pedagogical and social implications
- Critically review literature and discourse relating to the use of technology in the classroom
- Create innovative and effective learning designs using emerging technologies
- Constructively engage in a community of practice focused on the effective use of technology for learning and teaching

Assessment tasks

- Learning Technology Critique
- Independent Research Review
- Emerging Technology Module
- E-portfolio

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcome

- Constructively engage in a community of practice focused on the effective use of technology for learning and teaching

Assessment task

- E-portfolio

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Assessment task

- E-portfolio

Changes from Previous Offering

- The initial task is now completed as an e-Portfolio post rather than a wiki post, and is a hurdle task.

AITSL Professional Teaching Standards

The Australian Institute for Teaching and School Leadership (AITSL) specifies Australian Professional Standards for Teachers (APST). The Australian Professional Standards for Teachers provide a common framework to describe, recognise and support the complex and varied nature of teachers' work. The standards describe what teachers need to know, understand and be able to do as well as providing direction and structure to support the preparation and development of teachers.

EDUC362 forms part of a program of study that enables students to achieve or exceed the **Graduate Teaching Standards**. The Graduate Teaching Standards are the competencies expected of a beginning teacher. The assessment tasks in EDUC362 address Graduate Teaching Standards as outlined in the following table.

Assessment Task	Graduate Teaching Standards Addressed
Task 1 - Learning Technology Critique	3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning. 4.5 Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.
Task 2 - Independent Research Review	1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching. 3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning. 4.5 Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.
Task 3 - Emerging Technology Module	1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching. 2.3 Organise content into an effective learning and teaching sequence. 3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies. 2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students. 4.5 Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.
Task 4 - ePortfolio	1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching. 2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students. 3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning. 4.5 Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching. 6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.

The complete list of Graduate Teaching Standards are outlined below. Further information regarding the Australian Professional Standards for Teachers can be found on the Institute's website: http://www.teacherstandards.aitsl.edu.au/ .

AITSL's Australian Professional Standards for Teachers (Graduate)

Professional Knowledge

Standard 1: Know students and how they learn

1.1	Physical, social and intellectual development and characteristics of students	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.
1.2	Understand how students learn	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.
1.3	Students with diverse linguistic, cultural and socioeconomic backgrounds	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
1.4	Strategies for teaching Aboriginal and Torres Strait Islander students	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.
1.5	Differentiate teaching to meet specific learning needs of students across the full range of abilities	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.
1.6	Strategies to support full participation of students with disability	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.

Standard 2: Know the content and how to teach it

2.1	Content and teaching strategies of the teaching area	Demonstrate understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.
2.2	Content selection and organization	Organise content into an effective learning and teaching sequence.
2.3	Curriculum, assessment and reporting	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.
2.4	Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
2.5	Literacy and numeracy strategies	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.

2.6	Information and communication technology (ICT)	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.

Professional Practice

Standard 3: Plan and Implement effective teaching and learning

3.1	Establish challenging learning goals	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.
3.2	Plan, structure and sequence learning programs	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.
3.3	Use teaching strategies	Include a range of teaching strategies in teaching.
3.4	Select and use resources	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.
3.5	Use effective classroom communication	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.
3.6	Evaluate and improve teaching programs	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.
3.7	Engage parents/carers in the educative process	Describe a broad range of strategies for involving parents/carers in the educative process.

Standard 4: Create and maintain supportive and safe learning environments

4.1	Support student participation	Identify strategies to support inclusive student participation and engagement in classroom activities.
4.2	Manage classroom activities	Demonstrate the capacity to organise classroom activities and provide clear directions.
4.3	Manage challenging behaviour	Demonstrate knowledge of practical approaches to manage challenging behaviour.
4.4	Maintain student safety	Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements.
4.5	Use ICT safely, responsibly and ethically	Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.

Standard 5: Assess, provide feedback and report on student learning

5.1	Assess student learning	Demonstrate understanding of assessment strategies including, informal and formal, diagnostic, formative and summative approaches to assess student learning.
5.2	Provide feedback to students on their learning	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.
5.3	Make consistent and comparable judgements	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.
5.4	Interpret student data	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.
5.5	Report on student achievement	Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.

Professional Engagement

Standard 6: Engage in professional learning

6.1	Identify and plan professional learning needs	Demonstrate an understanding of the role of the National Professional Standards for Teachers in identifying professional learning needs.
6.2	Engage in professional learning and improve practice	Understand the relevant and appropriate sources of professional learning for teachers.
6.3	Engage with colleagues and improve practice	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.
6.4	Apply professional learning and improve student learning	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.

Standard 7: Engage professionally with colleagues, parents/carers and the community

7.1	Meet professional ethics and responsibilities	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.
7.2	Comply with legislative, administrative and organisational requirements	Understand the relevant legislative, administrative and organisational polices and processes required for teachers according to school stage.
7.3	Engage with the parents/carers	Understand strategies for working effectively, sensitively and confidentially with parents/carers.
7.4	Engage with professional teaching networks and broader communities	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.