



EDUC261

Information and Communication Technologies and Education

S3 Day 2019

Department of Educational Studies

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Disclaimer

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General Information

Unit convenor and teaching staff

Convenor

Karen Woo

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Contact via email

Tutor

Michael Stevenson

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Contact via email

Credit points

3

Prerequisites

(12cp at 100 level or above) or EDUC105 or EDUC106 or EDUC107

Corequisites

Co-badged status

Unit description

This unit considers ways in which information and communication technology is changing education. It is particularly concerned with issues related to the use of technology in the classroom: how to successfully select and apply learning technologies to achieve intended learning outcomes; the new literacies that educational technologies create; and appropriate pedagogies for the contemporary global classroom. Practical application of these understandings is developed through a series of skills-based tutorials that focus on how to effectively design learning tasks using the contemporary technological approaches being discussed.

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:

Perform basic contemporary ICT related tasks using computer software/hardware and the internet (for instance, creating accounts, searching for information, uploading files,

posting data)

Describe a range of contemporary ICTs and critically evaluate their potential for educational purposes

Develop ICT-based learning designs based on appropriate selection and use of contemporary educational technologies

Critically evaluate and justify technology selection and design decisions with reference to current scholarly commentary, research and theory in pedagogy regarding ICTs in educational contexts

Explain in a broad sense how ICTs impact on our social, cultural and educational lives

Model positive attitudes and social behaviours relating to the integration of ICTs within teaching and learning, including effective participation in groupwork processes.

General Assessment Information

It is important to check the EDUC261 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 Quiz Questions Task is to be completed via the Peerwise website (link available from the unit website).
2. The Moodle Module Justification is 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 – for instance MattBowerTask2.doc . A Faculty cover sheet is not required.
3. Students may use Turnitin's Originality Report as a learning tool to improve their academic writing. Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report. The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date. Generally, one Originality Report is generated every 24 hours up to the due date.
4. Students should regularly save a copy of all assignments before submission. Students are responsible for checking that their submission has been successful and has been submitted by the due date and time. Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

5. In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption according to the University definition of same, see: <https://students.mq.edu.au/study/my-study-program/special-consideration>. Applications for extensions must be made via AskMQ according to the Special Consideration policy. Extensions can only be granted if they meet the Special Considerations policy and are submitted via <https://ask.mq.edu.au/>. This will ensure consistency in the consideration of such requests is maintained. When lodging a special consideration request you must specify the task number, task name, and the requested submission date.
6. Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.
7. No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.
8. If you have evidence that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within 7 days of the date of return of the assignment and provide a detailed assessment of your script against the task criteria. Evidence from your assignment must be provided to support your judgements. Note that Failed assessments cannot be re-marked as they are all double-marked as a part of the moderation process. Also note that the outcome of a re-mark may be a higher/lower or unchanged grade. Grades are *standards referenced* and effort is NOT a criterion.
9. 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.
10. 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.
11. Overall student performance on assignments will be made available as a grade in the iLearn Gradebook.

12. 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.
13. 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.

Criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information. In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at all assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45. Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016>

The following generic grade descriptors provide university-wide standards for awarding final grades.

Grade	Descriptor
HD (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
D (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
Cr (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
P (Pass).	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes
F (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

Assessment Tasks

Name	Weighting	Hurdle	Due
Quiz Questions	10%	No	11:55pm Sunday 5th Jan 2020
Moodle module	40%	No	11:55pm Sunday 12th Jan 2020
Examination	40%	No	Exam Period
Tutorial Tasks	10%	No	At the end of each tutorial

Quiz Questions

Due: **11:55pm Sunday 5th Jan 2020**

Weighting: **10%**

Students are to compose 6 multiple choice questions throughout the session. The questions should be based upon the content of EDUC261 lectures, readings and tutorials. As well, students are required to answer the 24 questions composed by other students and provide feedback to them about the quality of their questions. Students will be assessed on their ability to author questions, answer questions, and provide high quality feedback to their peers. Students are expected to complete this task regularly (authoring two questions per week for the first three weeks of session). Marks may deducted for irregular completion (or awarded for regular completion). Further details about this task including marking criteria will be provided in tutorials and through iLearn.

On successful completion you will be able to:

- Describe a range of contemporary ICTs and critically evaluate their potential for educational purposes
- Explain in a broad sense how ICTs impact on our social, cultural and educational lives
- Model positive attitudes and social behaviours relating to the integration of ICTs within teaching and learning, including effective participation in groupwork processes.

Moodle module

Due: **11:55pm Sunday 12th Jan 2020**

Weighting: **40%**

In groups of three or sometimes two (tutors to organise groups), students are to design and develop a module of work in Moodle (tutors will setup blank Moodle templates). The lessons should be based upon an Australian syllabus or NSW Education Standards Authority (NESA) syllabus. The lessons can relate to one or more outcomes. Students also need to provide a written justification of their designs, and a critical reflection upon their group work processes.

Further details about this task including marking criteria will be provided in tutorials and through iLearn.

On successful completion you will be able to:

- Perform basic contemporary ICT related tasks using computer software/hardware and the internet (for instance, creating accounts, searching for information, uploading files, posting data)
- Develop ICT-based learning designs based on appropriate selection and use of contemporary educational technologies
- Critically evaluate and justify technology selection and design decisions with reference to current scholarly commentary, research and theory in pedagogy regarding ICTs in educational contexts
- Model positive attitudes and social behaviours relating to the integration of ICTs within teaching and learning, including effective participation in groupwork processes.

Examination

Due: **Exam Period**

Weighting: **40%**

The rationale for the final examination is to assess whether students can synthesise and articulate the concepts addressed in the unit. This examination will be held during the university exam period. Students will be required to answer ten multiple choice questions and one essay question. *Essay responses need to draw upon the lectures, tutorials and readings to substantiate arguments.* Further details about this task will be provided in tutorials and through iLearn.

On successful completion you will be able to:

- Describe a range of contemporary ICTs and critically evaluate their potential for educational purposes
- Critically evaluate and justify technology selection and design decisions with reference to current scholarly commentary, research and theory in pedagogy regarding ICTs in educational contexts
- Explain in a broad sense how ICTs impact on our social, cultural and educational lives

Tutorial Tasks

Due: **At the end of each tutorial**

Weighting: **10%**

Each week students are required to complete activities in tutorial classes. Tutors will specify the activities and assess their completion. Further details about this task will be provided in tutorials and through iLearn.

On successful completion you will be able to:

- Perform basic contemporary ICT related tasks using computer software/hardware and the internet (for instance, creating accounts, searching for information, uploading files, posting data)
- Develop ICT-based learning designs based on appropriate selection and use of contemporary educational technologies
- Critically evaluate and justify technology selection and design decisions with reference to current scholarly commentary, research and theory in pedagogy regarding ICTs in educational contexts
- Model positive attitudes and social behaviours relating to the integration of ICTs within teaching and learning, including effective participation in groupwork processes.

Delivery and Resources

Unit Organisation

This is a three credit point unit run over a compressed summer session. There are three topics covered each week for four weeks. Each topic includes a one hour recorded lecture that is available on iLearn, and a two hour tutorial. This means that each week students are expected to review 3 hours of lecture material and complete a full day (6 hours worth) of tutorial classes. There are also readings and other work to complete for each topic.

Missing one week of tutorial equates to 3 weeks in a normal session, which makes it exceedingly difficult to pass. Note that there are participation activities and marks associated with each of the tutorials.

Lecture

These are available through the iLearn course website via ECHO360.

Weekly Tutorial Schedule

Tutorial Class A: Monday 9am - 4:30pm, in 12SW316 (previously C5A316)

Tutorial Class B: Tuesday 9am - 4:30pm, in 12SW316 (previously C5A316)

Tutorial Class C: Wednesday 9am - 4:30pm, in 12SW316 (previously C5A316)

Tutorial Class D: Thursday 9am - 4:30pm, in 12SW316 (previously C5A316)

Note that in the Week 4, the classes will run from 9am-11am.

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. As well, E-student is used to create tutorial activity groupings in iLearn, so students who attend tutorial classes other than the one in which they are enrolled may not be able to access their tutorial activities. Any changes to tutorial enrolments must be completed officially through e-

student. Please do not contact the unit convenor or tutors to request a change. 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 (as assessed through the Task 4 Tutorial Activities). In order to satisfactorily complete the Task 4 Tutorial Activities students will need to:

- prepare for the tutorial by completing the readings and lecture *prior to class*
- attend the tutorial
- participate in tutorial discussions
- complete the tutorial activities.

Unit expectations

Students are expected to read the weekly readings before attending tutorials and completing tasks. Students are expected to listen to weekly lectures before attending tutorials and completing tasks. In order to receive a passing grade in this unit your combined marks for all assessment tasks must be at least 50/100, and you must have made a serious attempt at passing all assessment tasks.

Note: It is not the responsibility of unit staff to contact students who have failed to submit assignments. If you have any missing items of assessment, it is your responsibility to make contact with the unit coordinator.

You are required to retain all documentation related to absences. This documentation needs to be presented to your tutor or the unit convenor on request. If sufficient documentation is provided in the case of a tutorial absence then tutors may choose to prescribe activities for you to complete in order for you to demonstrate accomplishment of the tutorial outcomes. If you experience serious and unavoidable disruption you should submit a "special consideration" request through <http://ask.mq.edu.au> (see below).

Required Reading

The required text for this unit is "Design of Technology-Enhanced Learning - Integrating Research and Practice" by Matt Bower.

e-Book version

A digital copy of the book should be available from <http://ebooks.com> for around \$AU 40, which is about a 65% discount. Simply go to <https://www.ebooks.com/95840983/design-of-technology-enhanced-learning/bower-matt/> and use the discount code provided at the top section of the unit website on checkout to receive the discount. This offer has been setup especially for EDUC261 this session so please don't pass it onto anyone because the number of people who can use this discount is capped. The digital version of the book has several advantages including being searchable, colour images, and live hyperlinks to web references.

Hardcopy version

Those who prefer a hardcopy version of the book can purchase it from the Co-op Bookshop on campus, with a discount off the RRP for members. A hardcopy version of the book can also be purchased online at <http://www.footprint.com.au/product-detail.asp?product=9781787141834> (use the discount code provided at the top section of the unit website on checkout to receive a 20% student discount, noting that a \$5.50 postage fee will apply).

Library version

The text is available for periodical borrowing from the Library. The number of digital and hardcopy versions available may be capped, the library versions cannot be annotated, and there is a limit on the duration for which you borrow the digital and hardcopy versions from the library.

Copyright Issues

Copyright rules apply to the use of materials taken from other sources. You, and the University, are open to prosecution if you publicly post images taken from copyright sources without permission. There are images you can use in the development of your assignments without needing to obtain copyright permission. Links to resources that help students navigate digital copyright will be provided in tutorials.

Technology Use and Requirements

Accessing and using the Unit Website

The EDUC261 unit website is available from the Macquarie University iLearn system available at: <http://ilearn.mq.edu.au>.

Students will need regular access to a computer and the Internet to complete this unit. Weekly access to iLearn is compulsory for all students. Important assessment information will be posted here, as will other relevant unit notices and materials. Please check the iLearn unit regularly.

Lectures

Recorded lectures are available on the web through the ECHO360 lecture component. You must listen to all 3 lectures before attending the related tutorial each week. PowerPoint slides are available in iLearn in advance of the weekly lecture and/or are available in the Active Learning Tool.

Training Support

In order to successfully complete the EDUC362 tutorials 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 tutorials. Options include:

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 networks and other general technology matters, please contact the Macquarie University Library Student IT Help Desk (Phone: 9850 4357; Email: onehelp@mq.edu.au).

Unit Schedule

Week Commencing	Lectures	Tutorial Content
Week 1 (2/12/19)	Introduction to ICT in Education	Intro to unit and technology platforms
	Technology as an educational imperative	Initial analysis of technologies & their educational implications
	The Technology Pedagogy and Content Model and its implications	Introduction to Task 1 Quiz Questions
	Pedagogies of Technology-Enhanced Learning	Analysing pedagogies of technology-enhanced learning Evaluating Moodle modules
	Technology Affordances and Multimedia Learning Effects	Introduction to Learning Management System authoring (Moodle)
Week 2 (9/12/19)	Representing and Sharing Content Using Technology	Learning objects Sharing and reuse of content (copyright & Creative Commons) Assessment using technology
	Design Thinking and Learning Design	Introduction to the design of technology enhanced learning (learning design and lesson planning) Overview of Task 2 Moodle Module
	Design of Web 2.0 Enhanced Learning (blogs, wikis and more)	Designing activities using Web 2.0 tools Moodle Module group work
Week 3 (16/12/19)	Designing for Learning using Social Networking	Using social networking for learning Moodle Module group work
	Design of Mobile Learning	Exploring mobile potentials Moodle module group work
	Designing for Learning using Virtual Worlds	Virtual world activities Moodle module group work
Mid-Session Break - Monday 23rd December 2019 to Friday 3rd January 2020		

Week 4 (6/1/20)	Abstracting Technology-Enhanced Learning Design Principles Conclusions and Future Directions	Peer feedback on Moodle modules Reflections and evaluations Group debriefing General review
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Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway \(https://students.mq.edu.au/support/study/student-policy-gateway\)](https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/student-conduct>

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@mq.edu.au

Department of Educational Studies Procedures

In addition, the following policies and procedures of the Department of Educational Studies are applicable in this unit.

Attendance for undergraduate units

All Internal tutorials begin in Week 1 of Session. Activities completed during weekly tutorials (internal) or on campus days (external) are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit [and to meet the AITSL Graduate Teacher Standards and/or ACECQA requirements]. Attendance at all tutorials or on campus days is expected and the roll will be taken. Students are required to attend the tutorial in which they are enrolled. Any changes to tutorial enrolments must be completed officially through e-student. Please do not contact the unit convenor requesting a change.

Unit Expectations

- Students are expected to read weekly readings before completing tasks and attending tutorials
- Students are expected to listen/attend weekly lectures before completing tasks and attending tutorials

Note: It is not the responsibility of unit staff to contact students who have failed to submit assignments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

Electronic Communication

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official *MQ Student Email Address*
- Other iLearn communication functions

Withdrawing from this UG Unit

If you are considering withdrawing from this unit, please seek academic advice via <https://ask.mq.edu.au> before doing so as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact on your progression through the degree.

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

If you are a Global MBA student contact globalmba.support@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

- Develop ICT-based learning designs based on appropriate selection and use of contemporary educational technologies
- Critically evaluate and justify technology selection and design decisions with reference to current scholarly commentary, research and theory in pedagogy regarding ICTs in educational contexts

Assessment tasks

- Quiz Questions
- Moodle module
- Examination
- Tutorial Tasks

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

- Critically evaluate and justify technology selection and design decisions with reference to current scholarly commentary, research and theory in pedagogy regarding ICTs in educational contexts
- Explain in a broad sense how ICTs impact on our social, cultural and educational lives
- Model positive attitudes and social behaviours relating to the integration of ICTs within teaching and learning, including effective participation in groupwork processes.

Assessment tasks

- Quiz Questions
- Moodle module
- Examination
- Tutorial Tasks

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

- Model positive attitudes and social behaviours relating to the integration of ICTs within teaching and learning, including effective participation in groupwork processes.

Assessment tasks

- Quiz Questions
- Moodle module
- Examination
- Tutorial Tasks

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

- Perform basic contemporary ICT related tasks using computer software/hardware and the internet (for instance, creating accounts, searching for information, uploading files, posting data)
- Describe a range of contemporary ICTs and critically evaluate their potential for educational purposes
- Develop ICT-based learning designs based on appropriate selection and use of contemporary educational technologies
- Critically evaluate and justify technology selection and design decisions with reference to current scholarly commentary, research and theory in pedagogy regarding ICTs in educational contexts
- Model positive attitudes and social behaviours relating to the integration of ICTs within teaching and learning, including effective participation in groupwork processes.

Assessment tasks

- Quiz Questions
- Moodle module
- Examination
- Tutorial Tasks

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

- Describe a range of contemporary ICTs and critically evaluate their potential for educational purposes
- Develop ICT-based learning designs based on appropriate selection and use of contemporary educational technologies
- Critically evaluate and justify technology selection and design decisions with reference to current scholarly commentary, research and theory in pedagogy regarding ICTs in educational contexts
- Explain in a broad sense how ICTs impact on our social, cultural and educational lives

Assessment tasks

- Quiz Questions
- Moodle module
- Examination
- Tutorial Tasks

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

- Develop ICT-based learning designs based on appropriate selection and use of contemporary educational technologies
- Critically evaluate and justify technology selection and design decisions with reference to current scholarly commentary, research and theory in pedagogy regarding ICTs in educational contexts

Assessment tasks

- Quiz Questions
- Moodle module
- Examination
- Tutorial Tasks

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

- Perform basic contemporary ICT related tasks using computer software/hardware and the internet (for instance, creating accounts, searching for information, uploading files, posting data)
- Describe a range of contemporary ICTs and critically evaluate their potential for educational purposes
- Develop ICT-based learning designs based on appropriate selection and use of contemporary educational technologies
- Critically evaluate and justify technology selection and design decisions with reference to current scholarly commentary, research and theory in pedagogy regarding ICTs in educational contexts
- Explain in a broad sense how ICTs impact on our social, cultural and educational lives
- Model positive attitudes and social behaviours relating to the integration of ICTs within teaching and learning, including effective participation in groupwork processes.

Assessment tasks

- Quiz Questions
- Moodle module
- Examination
- Tutorial Tasks

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 outcomes

- Explain in a broad sense how ICTs impact on our social, cultural and educational lives
- Model positive attitudes and social behaviours relating to the integration of ICTs within teaching and learning, including effective participation in groupwork processes.

Assessment tasks

- Quiz Questions
- Moodle module
- Examination
- Tutorial Tasks

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:

Learning outcomes

- Explain in a broad sense how ICTs impact on our social, cultural and educational lives
- Model positive attitudes and social behaviours relating to the integration of ICTs within teaching and learning, including effective participation in groupwork processes.

Assessment tasks

- Quiz Questions
- Moodle module
- Examination
- Tutorial Tasks

Changes from Previous Offering

This offering of EDUC261 differs from the previous iteration in the following ways:

- The content of lectures and tutorials has changed to reflect recent advancements in learning technology.

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.

EDUC261 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 EDUC261 address Graduate Teaching Standards as outlined in the following table.

Assessment Task	Graduate Teaching Standards Addressed
Task 1 - Quiz questions	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 - Moodle Module	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. 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 - Examination	1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching. 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 - Tutorial Activities	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.

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 policies 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.

Changes since First Published

Date	Description
27/11/2019	The two years in the Assessment Tasks section were corrected - changed from 2019 to 2020.