



EDST8304

Learning Technologies in School

Session 2, Special circumstances 2021

Macquarie School of Education

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Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

Session 2 Learning and Teaching Update

The decision has been made to conduct study online for the remainder of Session 2 for all units WITHOUT mandatory on-campus learning activities. Exams for Session 2 will also be online where possible to do so.

This is due to the extension of the lockdown orders and to provide certainty around arrangements for the remainder of Session 2. We hope to return to campus beyond Session 2 as soon as it is safe and appropriate to do so.

Some classes/teaching activities cannot be moved online and must be taught on campus. You should already know if you are in one of these classes/teaching activities and your unit convenor will provide you with more information via iLearn. If you want to confirm, see the list of [units with mandatory on-campus classes/teaching activities](#).

Visit the [MQ COVID-19 information page](#) for more detail.

General Information

Unit convenor and teaching staff

Co-Convenor Lecturer

Matt Bower

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Contact via email

by appointment

Co-Convenor Tutor

Jodie Torrington

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Contact via email

by appointment

Credit points

10

Prerequisites

Admission to MTeach(Sec) or GradCertEd

Corequisites

Co-badged status

Unit description

This unit examines design, implementation, evaluation and research issues relating to the use of technology in education. It investigates how current and emerging technologies can be used to effectively develop high school students' capabilities across a range of discipline areas. It provokes consideration of how research and theory can inform the effective design of technology-enhanced learning, and critical reflection of the role, place and influence of technology in secondary school contexts.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

ULO1: Demonstrate a specialised understanding of how to integrate technology effectively into classroom practice.

ULO2: Describe a range of contemporary technologies and critically evaluate their potentials for educational purposes.

ULO3: Develop technology-enhanced learning designs based on insightful selection and use of contemporary technologies.

ULO4: Critically evaluate and justify technology selection and design decisions with reference to current scholarly commentary, research and theory in pedagogy regarding technology in educational contexts.

ULO5: Utilise educational technologies to support integrated, reflective, and critical practice and research.

ULO6: Model positive attitudes and social behaviours relating to the integration of technology within teaching and learning, including effective participation in collaborative processes.

General Assessment Information

Assessment Presentation and Submission Guidelines

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through Turnitin in .doc or .pdf format
- It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets are NOT required.

Draft Submissions & Turnitin Originality Reports

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- 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.

Please note:

- 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.

Assignment extensions and late penalties

- 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.
- Late submissions: Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply - 10/100 marks of credit (10% of the total assessment weighting) will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted seven days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessment - e.g. quizzes, online tests. A zero result for the assignment will be recorded after the late submission period has ended if no task has been received.
- If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.
- 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.

Requesting a re-assessment of an assignment

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:

- Please do not request a re-mark for a Failed assessment as they are all double-marked as a part of the moderation process.
- The outcome of a re-mark may be a **higher/lower or unchanged grade**.
- Grades are *standards referenced* and effort is NOT a criterion.

University policy on grading

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.

Descriptive Criteria for awarding grades in the unit

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>P (Pass).</p>	<p>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</p>
<p>F (Fail)</p>	<p>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.</p>

Note: *If you fail a unit with a professional experience component, the fail grade will be on your transcript irrespective of the timing of the placement.*

Withdrawing from this 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.

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 <https://ask.mq.edu.au>.

Assessment Tasks

Name	Weighting	Hurdle	Due
ePortfolio	50%	No	23:55 10/10/2021
Learning Technology Module	50%	No	23:55 07/11/2021

ePortfolio

Assessment Type ¹: Portfolio

Indicative Time on Task ²: 40 hours

Due: **23:55 10/10/2021**

Weighting: **50%**

Students complete an ePortfolio post each week that critically reflects on the use of technology to enhance learning with reference to research literature, in accordance with the topic covered in tutorials and lectures (approx 300 words per post).

On successful completion you will be able to:

- Demonstrate a specialised understanding of how to integrate technology effectively into classroom practice.
- Describe a range of contemporary technologies and critically evaluate their potentials for educational purposes.
- Develop technology-enhanced learning designs based on insightful selection and use of contemporary technologies.
- Critically evaluate and justify technology selection and design decisions with reference to current scholarly commentary, research and theory in pedagogy regarding technology in educational contexts.
- Utilise educational technologies to support integrated, reflective, and critical practice and research.
- Model positive attitudes and social behaviours relating to the integration of technology within teaching and learning, including effective participation in collaborative processes.

Learning Technology Module

Assessment Type ¹: Design Task

Indicative Time on Task ²: 38 hours

Due: **23:55 07/11/2021**

Weighting: **50%**

Students design a module of work in teams that demonstrates how technology can effectively enhance student learning outcomes, and include an individually written justification of the elements they designed (1000 words). This is the summative and integrative assessment task.

On successful completion you will be able to:

- Demonstrate a specialised understanding of how to integrate technology effectively into classroom practice.
- Describe a range of contemporary technologies and critically evaluate their potentials for educational purposes.
- Develop technology-enhanced learning designs based on insightful selection and use of contemporary technologies.
- Critically evaluate and justify technology selection and design decisions with reference to current scholarly commentary, research and theory in pedagogy regarding technology in educational contexts.
- Utilise educational technologies to support integrated, reflective, and critical practice and research.
- Model positive attitudes and social behaviours relating to the integration of technology

within teaching and learning, including effective participation in collaborative processes.

¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

² Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

Unit Organisation

This is a ten credit point unit containing 10 topics / weeks of classes. See the Unit Schedule below for the timing of topics. The following classes will occur in each week that a topic is running.

Webinar lecture and discussion

- Monday 4pm-5pm for all students for each topic week (see unit website for Zoom webinar link)

Tutorial

- *Class A (Online)*: 5pm-7pm Mondays (see unit website for Zoom webinar link)
- *Class B (Face-2-Face)*: 10am-12pm Tuesday in 12SW315 (in case of Special Circumstances, these will shift to Zoom tutorials)
- *ON HOLD Class C (Face-2-Face)*: 12pm-2pm Tuesday in 12SW315 (in case of Special Circumstances, these will shift to Zoom tutorials). Note that at the time of releasing this unit outline, Class C is on hold due to insufficient student numbers. Further updates will be provided from iLearn throughout semester.

Students need to attend the lecture and one of the three tutorial class streams in order to complete the assessment tasks. Content and activities covered in the lectures and tutorials are essential for building the core knowledge and skills required to demonstrate the learning outcomes of this unit. As well, students complete the Learning Technology Module groupwork assessment task with peers from their tutorial, so unexplained absences may impact on other students.

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 50, 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 EDST8304 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/paperback version

Those who prefer a hardcopy version of the book can purchase it online at <https://www.booktopia.com.au/design-of-technology-enhanced-learning-matt-bower/book/9781838679200.html> . Hardcover and paperback versions are available from other vendors, so it can be worthwhile to shop around online.

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. In previous sessions students have been caught without access during peak periods, so it is recommended that you purchase either an e-Book or hardcopy version.

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 assignments without needing to obtain copyright permission. Links to sites that supply copyright free images will be suggested in your tutorials, or you can search for Creative Commons resources yourselves. It is essential that you adhere to copyright requirements. For guidance on what you can use and how you can use it, see <https://smartcopying.edu.au>.

Technology Use and Requirements

Accessing and using the Unit Website

The EDST8304 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 on iLearn, as will other relevant unit notices and materials. Please check the iLearn unit website regularly.

Lecture recordings

Weekly lectures will be recorded via Zoom, and made available within 24 hours via the unit website.

Training Support

In order to successfully complete the EDST8304 tutorials students need to ensure they have a reasonable level of competence in ICTs and Information Literacy skills. For instance, students should be able to navigate around a desktop computer to open and edit Word documents and use a web-browser to search for information. 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.

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 (26/07/21)	Introduction to Technologies in Education Technology as an educational imperative The Technology Pedagogy and Content Model and its implications	Intro to unit and technology platforms Initial analysis of technologies & their educational implications Introduction to Task 1 ePortfolio
Week 2 (02/08/21)	Pedagogies of Technology-Enhanced Learning	Analysing pedagogies of technology-enhanced learning Evaluating online modules of work
Week 3 (09/08/21)	Technology Affordances and Multimedia Learning Effects	Introduction to Learning Management System authoring (Google Classrooms)
Week 4 (16/08/21)	Representing and Sharing Content Using Technology	Learning objects Sharing and reuse of content (copyright & Creative Commons) Assessment using technology
Week 5 (23/08/21)	Design Thinking and Learning Design	Introduction to the design of technology enhanced learning (learning design and lesson planning) Overview of Task 2 Learning Technology Module

Week 6 (30/08/21)	Design of Web-Enhanced Learning	Designing activities using web technologies Learning Technology Module group work
Week 7 (06/09/21)	Designing for Learning using Socially Networked Approaches	Using social networking tools and approaches for learning Learning Technology Module group work
Mid-Session Break (13/09/21)	<i>RECESS (no lecture)</i>	<i>RECESS (no tutorial)</i>
Mid-Session Break (20/09/21)	<i>RECESS (no lecture)</i>	<i>RECESS (no tutorial)</i>
Week 8 (27/09/21)	Design of Mobile Learning	Exploring mobile potentials Learning Technology Module group work
Week 9 (04/10/21)	Designing for Learning using Virtual Worlds	Virtual world activities Learning Technology Module group work
Week 10 (11/10/21)	<i>PRACTICUM (no lecture)</i>	<i>PRACTICUM (no tutorial)</i>
Week 11 (18/10/21)	<i>PRACTICUM (no lecture)</i>	<i>PRACTICUM (no tutorial)</i>
Week 12 (25/10/21)	<i>PRACTICUM (no lecture)</i>	<i>PRACTICUM (no tutorial)</i>
Week 13 (01/11/21)	Abstracting Technology-Enhanced Learning Design Principles Conclusions and Future Directions for Educational Technology	Peer feedback on Learning Technology Modules Reflections and evaluations Group debriefing General review

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au). 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](#)

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

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au) and use the [search tool](#).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/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

SCHOOL OF EDUCATION PROCEDURES

In addition, the following policies and procedures of the School of Education are applicable in this unit.

Attendance for Master of Teaching (Secondary) students

All Internal tutorials begin in Week 1 of Session.

Activities completed during weekly tutorials 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. Attendance at all tutorials 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.

Attendance at all synchronous activities (such as scheduled in person or Zoom tutorials), viewing of lectures, completion of class tasks and involvement in professional forums is compulsory as the Master of Teaching is a professional NESA accredited qualification. All MTeach students must meet 80% of this attendance requirement.

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

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 help you improve your marks and take control of your study.

- [Getting help with your assignment](#)
- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

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.

Changes from Previous Offering

The content from the previous offering has been updated to reflect advances in educational technology research and practice.

5Rs Framework

The 5Rs Framework, developed by the School of Education at Macquarie University, is embedded throughout your teacher education course. Your use of the 5Rs Framework will help you develop the capabilities that will make your teaching career sustainable and fulfilling.

In this unit, you will learn using the 5Rs framework in the following important ways:

- **Resilience:** Apply strategies to rise above study, work and life pressures to maintain holistic health and sense of coherence.
- **Reflexive:** Consider how your thoughts and actions within your study and teaching environments can lead to maximum positive impact.
- **Responsive:** Design learning environments that cater to the individual needs and interests of your students.
- **Ready to learn:** Identify areas where self-development is required and pursue learning in those areas of need.
- **Research engaged:** Source relevant learning design research and critically apply it to create evidence-based technology-enhanced learning modules.