EDUC2610

Information and Communication Technologies and Education

Session 1, Online-scheduled-weekday 2024

Macquarie School of Education

Contents

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General Information

Unit convenor and teaching staff
Convenor
Matt Bower
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by appointment

Tutor
Jodie Torrington
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by appointment

Credit points
10

Prerequisites
80cp or (20cp of EDUC or EDST units)

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:

ULO1: Perform basic contemporary ICT related tasks using computer software/hardware
and the internet (for instance, creating accounts, searching for information, uploading

files, posting data).

ULO2: Describe a range of contemporary ICTs and critically evaluate their potential for educational purposes.

ULO3: Develop ICT-based learning designs based on appropriate selection and use of contemporary educational technologies.

ULO4: 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.

ULO5: Explain in a broad sense how ICTs impact on our social, cultural and educational lives.

ULO6: 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

- Students should be aware of and apply the University policy on academic honesty (see: https://policies.mq.edu.au/document/view.php?id=3)

- Unless a Special Consideration (see: https://students.mq.edu.au/study/assessment-exams/special-consideration) request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a mark of, 0 (zero) will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical issue.

- This late penalty will apply to non-timed sensitive assessment (incl essays, reports, posters, portfolios, journals, recordings etc). Late submission of time sensitive tasks (such as tests/exams, performance assessments/presentations, scheduled practical assessments/labs etc) will only be addressed by the unit convenor in a Special consideration application. Special Consideration outcome may result in a new question or topic.

- Please format assessments using 12-point font and 1.5 spacing.

- All assessments are submitted electronically. Turnitin plagiarism detection software is used to check all written assessments.

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

- Students should carefully check that they submit the correct file for an assessment as no re-submissions will be accepted after the due date and time, including instances where

students upload an incorrect file in error.

- Word limits are strictly applied. Work above the word limit will not be marked.

- All assessments use a clear marking scheme or rubric.

- Marking of all assessments is moderated by the Unit Convenor.

- Applications for extensions must be made via AskMQ (https://ask.mq.edu.au/).

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

All uses of generative AI for any task must be acknowledged by clearly specifying which tools have been used and how. While it is permissible to use generative AI to assist with assignments (for instance, ideas generation, feedback on writing, etc), students will only be provided with credit for their oiriginal thoughts and ideas, not for work content created by

Generative AI

As educators of the future, you are permitted to utilise generative AI when completing your assignments, for instance to help brainstorm ideas and obtain feedback on your writing. If you do use AI, it is essential that you include a statement in your submissions that detail the specific ways in which generative AI has been employed. Be advised that marks will be awarded solely for your original thoughts and contributions. Generative AI should serve as a supplementary tool and not as the principal source of your assignment's content, ensuring the maintenance of academic integrity and the authenticity of your work. The following page provides guidance on how to reference generative AI output: https://libguides.mq.edu.au/referencing/generativeAI . Note that generative AI would rarely be considered an authoritative and reliable source of objective information.

<u>University policy on grading</u>

Criteria for awarding grades for assessment tasks

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 <u>all</u> 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.

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 ask.mq.edu.au.

Assessment Tasks

Name	Weighting	Hurdle	Due
Tutorial Tasks	10%	No	End of each tutorial week
Educational technology video presentation	10%	No	23:55 07/03/2024

Name	Weighting	Hurdle	Due
Learning Technology Module	40%	No	23:55 09/05/2024
Final Examination	40%	No	Examination Period

Tutorial Tasks

Assessment Type [1]: Practice-based task
Indicative Time on Task [2]: 10 hours
Due: **End of each tutorial week**
Weighting: **10%**

Each week students are required to complete activities in tutorial classes. Tutors will specify the activities and assess their completion.

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.

Educational technology video presentation

Assessment Type [1]: Media presentation
Indicative Time on Task [2]: 10 hours
Due: **23:55 07/03/2024**
Weighting: **10%**

Students are to create a video explanation of a contemporary learning technology and how it can be used for education. Students also reflect on the efficacy of videos created by their peers.

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).
- Describe a range of contemporary ICTs and critically evaluate their potential for

educational purposes.

Learning Technology Module

Assessment Type [1]: learning_resource_creation
Indicative Time on Task [2]: 40 hours
Due: **23:55 09/05/2024**
Weighting: **40%**

In small groups, students are to design and develop a module of work in a learning management system. The groups and the learning management system will be designated by the tutors. The lessons should be based upon outcomes from one or more NSW Education Standards Authority (NESA) syllabuses or an Australian Curriculum document. 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.

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.

Final Examination

Assessment Type [1]: Examination
Indicative Time on Task [2]: 40 hours
Due: **Examination 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.

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.

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[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 run over a standard 13 week session. See the Unit Schedule below for all teaching weeks. Note that there are no lecture or tutorial classes in the week commencing 13th May, 20th May and 27th May so that second-year education students can complete their professional experience placement. If you are a third or fourth year student who needs to undertake your professional experience placement at a different time then we recommend that you enroll in online mode through eStudent and advise your tutor if you will need to complete some tutorial activities outside your scheduled tutorial class time.

Lecture (Online for all students) - Tuesday 10am - 11am (see iLearn for Zoom link, students can only access using their MQ Zoom account)

Please check your personalised timetable in eStudent for your tutorial time and location.

Students must attend the tutorials / modes for which they have enrolled. There are at least two important reasons for this. Firstly, eStudent 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. Secondly, the Task 3 Learning Technology Module assignment groups are selected based on tutorial classes. Any changes to tutorial enrolments must be completed officially through e-student. Please email the convenor and the respective tutor/s to advise of any class changes.

Students are expected to attend and participate in 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 1 Tutorial Tasks). In order to

satisfactorily complete the Task 1 Tutorial Tasks students will need to:

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

As well, students complete the Task 3 Learning Technology Module groupwork assessment task with peers from their tutorial tasks, so unexplained absences may impact on other students.

You are required to retain all documentation related to tutorial 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 ongoing and unavoidable disruptions you should submit a "special consideration" request through http://ask.mq.edu.au (see below).

Required Reading

The required text for this unit is:

Bower, M. (2017). *Design of technology-enhanced learning: Integrating research and practice.* Emerald Publishing.

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 iLearn unit website on checkout to receive the discount. This offer has been setup especially for EDUC2610 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

A paperback version of the book can also be purchased online at https://www.booktopia.com.au/design-of-technology-enhanced-learning-matt-bower/book/9781838679200.html . A hardcopy version is also available through Booktopia, for those who prefer. Paperback and hardcopy 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 such as exam times, so we recommend 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 obtain copyright permission for any images you obtain from other web sites or scan from books. You, and the University, are open to prosecution if you publicly 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 EDUC2610 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

Recordings of each lecture will be made available from the unit website each week. You must listen to all lectures if you do not attend these 'live'. PowerPoint slides will be made available in iLearn just prior to the weekly lecture and/or will be made available in the Active Learning Tool.

Training Support

In order to successfully complete the EDUC2610 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 (19/02/24)	Introduction to ICT 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 2 EdTech Video Presentation
Week 2 (26/02/24)	Pedagogies of Technology-Enhanced Learning	Analysing pedagogies of technology-enhanced learning Evaluating Learning Technology modules
Week 3 (04/03/24)	Technology Affordances and Multimedia Learning Effects	Introduction to Learning Management System authoring (Google Classroom)
Week 4 (11/03/24)	Representing and Sharing Content Using Technology	Learning objects Sharing and reuse of content (copyright & Creative Commons) Assessment using technology
Week 5 (18/03/24)	Design Thinking and Learning Design	Introduction to the design of technology enhanced learning (learning design and lesson planning) Overview of Task 3 Learning Technology Module
Week 6 (25/03/24)	Design of Web-based Learning (blogs, wikis, etc)	Designing activities using Web based tools Learning Technology Module group work
Week 7 (01/04/24)	Designing for Learning using generative AI	Using social networking approaches for learning Learning Technology Module group work
Week 8 (08/04/24)	Design of Mobile Learning	Exploring mobile potentials Learning Technology Module group work
Mid Session Break Week 1 (15/04/24)	*No lectures*	*No tutorials*
Mid Session Break Week 2 (22/04/24)	*No lectures*	*No tutorials*

Week 9 (29/04/24)	Designing for Learning using Virtual Worlds	Virtual world activities Learning Technology Module group work/ Peer feedback on Learning Technology Modules Group debriefing
Week 10 (06/05/24)	Abstracting Technology-Enhanced Learning Design Principles Conclusions and Future Directions for Educational Technology Unit summary and exam briefing	A.I. and education Exam guidance Reflections and evaluations General review
Week 11 (13/05/24)	*No lecture (allowing for professional experience placements)*	*No tutorial (allowing for professional experience placements)*
Week 12 (20/05/24)	*No lecture (allowing for professional experience placements)*	*No tutorial (allowing for professional experience placements)*
Week 13 (27/05/24)	*No lecture (allowing for professional experience placements)*	*No tutorial (allowing for professional experience placements)*

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (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
- Assessment Procedure
- Complaints Resolution 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). 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) 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

Academic Integrity

At Macquarie, we believe academic integrity – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free online writing an d maths support, academic skills development and wellbeing consultations.

School of Education Procedures

In addition, the following policies and procedures of the School of Education 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. 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.

Activities completed during weekly tutorials or on campus days 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 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

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

The Writing Centre

The Writing Centre provides resources to develop your English language proficiency, academic writing, and communication skills.

- Workshops
- Chat with a WriteWISE peer writing leader
- Access StudyWISE
- Upload an assignment to Studiosity
- Complete the 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

Macquarie University offers a range of Student Support Services including:

- IT Support
- Accessibility and disability support with study
- Mental health support
- Safety support to respond to bullying, harassment, sexual harassment and sexual assault
- Social support including information about finances, tenancy and legal issues
- Student Advocacy provides independent advice on MQ policies, procedures, and

processes

Student Enquiries

Got a question? Ask us via AskMQ, or contact Service Connect.

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

This offering of EDUC2610 differs from the previous iteration in the following ways:

- The assessment task descriptions and the due dates have changed slightly, with further details about each task placed on the unit website.
- Task 2 relates to video production rather than multiple choice quizzes, to promote greater authenticity and academic integrity.
- The content of lectures and tutorials has changed to reflect recent advancements in learning technology.

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:

- **Resilient**: Students learn the fundamental thinking skills to select and deploy technologies in a way that is resilient to change
- **Reflexive**: Students will reflect upon how emerging technologies can be used within contexts that are relevant and meaningful to them
- **Responsive**: Students respond to stimulus technologies and pedagogical concepts in class, and share their critical and creative ideas with their peers
- **Ready to learn**: Students will learn via a flipped model whether they analyse the foundational knowledge and skills in the readings and lecture before applying them in the tutorial class
- **Research Engaged**: Students engage with contemporary research literature and utilise it in the design of their assessment task submissions.

AITSL Professional Standards for Teachers

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.

EDUC2610 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 EDUC2610 address Graduate Teaching Standards as outlined in the following table.

Assessment Task	Graduate Teaching Standards Addressed
Task 1 - EdTech Video	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 - Learning Technology 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. 3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies. 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 - Tutorial Tasks	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.
Task 4 - 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.

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: https://www.aitsl.edu.au/standards .

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.

Unit information based on version 2024.02 of the Handbook