



EDST8304

Designing Technology Enhanced Learning in Schools

Session 2, In person-scheduled-weekday, North Ryde 2026

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.

General Information

Unit convenor and teaching staff

Convenor, Lecturer

Matt Bower

matt.bower@mq.edu.au

25WWB Room 643

Monday 11-12 online by appointment

Tutor

Adam Blanco

adam.blanco@mq.edu.au

By appointment

Tutor

Leisa Kuehn

leisa.kuehn@mq.edu.au

By appointment

Tutor

Michelle Michael

michelle.michael@mq.edu.au

By appointment

Tutor

Caroline Morley

caroline.morley@mq.edu.au

By appointment

Credit points

10

Prerequisites

Admission to MTeach(Sec) or GradCertEd

Corequisites

Co-badged status

Unit description

This unit examines issues of design, implementation and evaluation 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

Detailed information About Assessment Tasks

More detailed information about assessment tasks can be provided on your iLearn site including the rubric/marking scheme, detailed instructions, etc.

General Submission Information

All written assessments must be submitted electronically. Please format assessments using 12-point font and 1.5 spacing. Submissions must meet the required file type and formatting specifications outlined in the assessment guidelines. If you are unsure about the file format or

have technical difficulties, it is your responsibility to seek assistance before the submission deadline. Students should be careful to 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. 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 contact the unit convenor.

Turnitin plagiarism detection software is used to check all written assessments. It is the responsibility of all students to ensure that their submitted work is in a format compatible with Turnitin software for plagiarism checking. 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.

Word limits are strictly applied, with + or – 10% applicable. Work above the word limit will not be marked.

Academic Integrity

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

Artificial Intelligence

Please see the following information about Artificial Intelligence in learning and teaching:

<https://students.mq.edu.au/study/assessment-exams/assessments/ai-and-assessment>

<https://policies.mq.edu.au/document/view.php?id=394>

Special Consideration / Late Penalties

Unless a Special Consideration request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day to late submissions, up until the 7th calendar 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.

Important to note:

Late submission of time sensitive tasks (such as tests/exams, performance assessments/presentations, scheduled practical assessments/labs) will be addressed by the unit convenor in a Special consideration application. Students should not request an informal arrangement from their tutor, lecturer or Unit Convenor (or equivalent).

Where an application for Special Consideration is approved and the outcome is an extension to the due date of a task, submissions that are received after the new due date will be subject to late penalties that are calculated from the new due date. This only applies where the outcome is an extension to the due date – see the [Special Consideration Policy](#) for a schedule of all possible outcomes.

A Special Consideration outcome may result in a new question or topic.

Applications must be made via [Service Connect](#).

University Policy on Grading

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the [University's Grading System](#) and [University Assessment Policy](#).

To attain a pass or higher grade in Professional Experience a student must obtain a satisfactory in both the Professional Experience component and a pass or higher grade in the academic component. For Professional Experience units the Professional Experience Evaluation Report is marked as Satisfactory or Unsatisfactory. The Macquarie Teaching Performance Assessment (MQTPA - in final WIL/ PEx units) is marked as Not met, Met or Exceeds.

Results

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed because 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 [Service Connect](#).

Withdrawing from this unit

If you are considering withdrawing from this unit, please seek academic advice via [Service Connect](#) before doing so as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact your course progression.

Assessment Tasks

Name	Weighting	Hurdle	Due	Groupwork/Individual	Short Extension	AI Approach
Learning Technology Module	50%	No	06/09/2026	Individual	No	Open
ePortfolio (Main)	50%	No	06/11/2026	Individual	Yes	Open

Learning Technology Module

Assessment Type ¹: Professional task

Indicative Time on Task ²: 40 hours

Due: **06/09/2026**

Weighting: **50%**

Groupwork/Individual: Individual

Short extension ³: No

AI Approach: Open

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.

ePortfolio (Main)

Assessment Type ¹: Portfolio

Indicative Time on Task ²: 40 hours

Due: **06/11/2026**

Weighting: **50%**

Groupwork/Individual: Individual

Short extension ³: Yes

AI Approach: Open

Students will set up an e-portfolio of resources and strategies to support the design of technology-enhanced learning. 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.

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
- [Academic Success](#) 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.

³ An automatic short extension is available for some assessments. Apply through the [Service Connect Portal](#).

Delivery and Resources

Unit Organisation

This is a ten credit point unit run over a standard session. See the Unit Schedule below for all teaching weeks. Note that there are no lecture or tutorial classes in Week 10-12 so that second-year education students can complete their professional experience placement. If for some reason you need to undertake your professional experience placement at a different time then we recommend that you enroll in online mode through eStudent and advise the convenor and your tutor if you will need to complete some tutorial activities outside your scheduled tutorial class time.

Lecture (Online for all students) - Monday 10-11am (see iLearn for Zoom link, students can only access using their MQ Zoom account). The lectures are designed to be interactive as well as informative, and to assist you to perform well in your assessment tasks. If you are unable to attend a lecture then the ECHO360 recording will be made available. Zoom and ECHO records will enable the convenor to determine which students have attended either the lecture or tutorial and those student that have not.

Tutorials - 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 1 Learning Technology Module 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 in face-to-face classes should bring their own laptop to class.

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 and Task 2 assessment 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.

Tutors will keep a record of participation in all tutorial classes. If you miss a tutorial class you do not need to apply for special consideration, however, do contact your tutor to find out what you have missed and the work that you need to catch up.

Readings

The readings for each week are listed towards the top of each topic section on the iLearn unit website. The readings are available for download via the Leganto block on the right hand side of the iLearn website.

Information about the unit iLearn site

This unit has a full web presence through iLearn. Information for students about access to the online component of this unit is available at <https://ilearn.mq.edu.au/login/index.php>. You will need to enter your student username and password.

Please do NOT contact the Unit Convenor regarding iLearn technical help. Assistance is available from IT Helpdesk: via email onehelp@mq.edu.au or Ph: 9850 4357 or 1800 67 4357. On Campus: Ground floor at 18 Wally's Walk.

The iLearn website will contain links to all resources that you need to complete this unit.

Unit Schedule

Week Commencing	Lectures	Tutorial Content
Week 1 (27/07/26)	Introduction to Technology in Secondary 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 Assessment Task 1
Week 2 (03/08/26)	Pedagogies of Technology-Enhanced Learning	Analysing pedagogies of technology-enhanced learning Evaluating Learning Technology modules
Week 3 (10/08/26)	Technology Affordances and Multimedia Learning Effects	Introduction to Learning Management System authoring (Google Classroom)

Week 4 (17/08/26)	Representing and Sharing Content Using Technology	Learning objects Sharing and reuse of content (copyright & Creative Commons) Assessment using technology
Week 5 (24/08/26)	Design Thinking and Learning Design	Designing technology enhanced learning (learning design and lesson planning)
Week 6 (31/08/26)	Designing for Learning Using Web-based Technologies	Designing activities using Web based tools Learning Technology Module finalisation Introduction to ePortfolio task
Week 7 (07/09/26)	Designing for Learning using Multimedia	Creating multimedia for learning
Week 8 (14/09/26)	Designing for Learning Using Generative Artificial Intelligence	Using generative AI to enhance learning
Mid Session Break Week 1 (21/09/26)	<i>No lectures</i>	<i>No tutorials</i>
Mid Session Break Week 2 (28/09/26)	<i>No lectures</i>	<i>No tutorials</i>
Week 9 (05/10/26)	Designing for Learning using Augmented and Virtual Reality	Using Augmented and Virtual Reality Creating AR/VR experiences
Week 10 (12/10/26)	<i>No lecture (allowing for professional experience placements)</i>	<i>No tutorial (allowing for professional experience placements)</i>
Week 11 (19/10/26)	<i>No lecture (allowing for professional experience placements)</i>	<i>No tutorial (allowing for professional experience placements)</i>
Week 12 (26/10/26)	<i>No lecture (allowing for professional experience placements)</i>	<i>No tutorial (allowing for professional experience placements)</i>
Week 13 (02/11/26)	Abstracting Technology-Enhanced Learning Design Principles Conclusions and Future Directions for Educational Technology Unit summary and debriefing	ePortfolio finalisation and peer feedback in tutorial classes

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](#)
- [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) (<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 connect.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 and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

Student Support

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

Academic Success

[Academic Success](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Ask a Study Coach](#)
- [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 the [Service Connect Portal](#), or contact [Service Connect](#).

IT Help

For help with University computer systems and technology, visit <https://students.mq.edu.au/support/technology/service-desk>.

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.

School of Education Procedures

In addition, the following policies and procedures for the Macquarie School of Education apply to this unit.

Academic Progression Policy

This unit is a part of a professional course listed on Schedules 2 and 3 of the [Academic Progression Policy](#). This course has additional requirements that are applicable for the full duration of the course, including course-specific Inherent Requirements, Fitness to Practice requirements and other compulsory course requirements. It also has rigorous academic progression standards. Inability to meet these requirements may result in a withdrawal of offer of admission and/or permanent exclusion from the course in accordance with the General Coursework Rules.

Fitness to practice in a Professional Experience unit

Macquarie University operates under a 'Fitness to Practice' model as specified in the University's Academic Progression Policy. For this unit, this means that, when undertaking a placement, a student is declaring that they are able to demonstrate professional competence, acceptable professional behaviour, freedom from impairment, and compliance with program specific requirements needed for a student to practice properly and safely throughout their Practical, Clinical or Professional program or unit. It is the responsibility of the student to determine whether they are fit to undertake a placement. Therefore, if a student is feeling unfit to undertake a placement, they should not do so. For more information see the [Academic Progression Policy](#).

Communication

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

- Official MQ Student Email Address
- The Dialogue function on iLearn
- Other iLearn communication functions

Attendance and Participation

See the University timetable for information about when classes begin in this unit. [Creating your timetable - Enrolling | Macquarie University, Sydney \(mq.edu.au\)](#)

Attendance at all synchronous activities, completion of non-synchronous formative/diagnostic class tasks and involvement in professional forums is expected as your Initial Teacher Education degree is a professional qualification. Activities completed during weekly tutorials (DAY or ONLINE DAY mode) 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 and/or on campus days is expected. Make up tasks may be given if attendance is missed to ensure all content is covered to meet accreditation requirements.

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 to request a change.

Changes from Previous Offering

Topics have been updated to reflect changes in the educational technology field.

Unit information based on version 2026.01R of the [Handbook](#)