

Unit Outline

311793 EDP130 Technologies for Learning OpenUnis SP 3, 2013

Unit study package number:	311793
Mode of study:	Area External
Credit Value:	25.0
Pre-requisite units:	Nil
Co-requisite units:	Nil
Anti-requisite units:	Nil
Result type:	Grade/Mark
Approved incidental fees:	Information about approved incidental fees can be obtained from our website. Visit fees.curtin.edu.au/incidental_fees.cfm for details.
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Learning Management System: [Blackboard](https://lms.curtin.edu.au) (lms.curtin.edu.au)

Acknowledgement of Country

We respectfully acknowledge the Indigenous Elders, custodians, their descendants and kin of this land past and present.

Syllabus














This unit develops skills and knowledge to facilitate effective use of current and emerging digital technologies for personal and professional communication and learning. Integrating technology in a meaningful manner to maximise learning outcomes. Apply professional and ethical standards in technology enhanced learning environments. This unit provides opportunities to explore different generations of technology-based products that serve as vehicles for learning, teaching and professional development.

Introduction










The aim of this unit is to introduce you to the educational value of information and communication technology (ICT) and allow you to gain an appreciation of ICT as a professional tool that can be applied to your teaching and learning. You will develop the confidence to use software applications such as word processing, spreadsheets and a variety of Web 2.0 technologies in practical learning contexts. This will involve researching, evaluating and designing instructionally effective resources using a variety of media. This unit will enable you to use ICT to help develop a tracking system (in the form of an electronic portfolio) for your own professional development and reflection throughout the course. As ICT is continually changing there will be a focus on learning to learn.

This unit is delivered entirely online. All of the resources required to successfully complete this unit are contained within the Flexible Learning Environment at Curtin (FLECS). FLECS at Curtin delivers units through a learning management system called Blackboard. You are required to work through each of the learning modules and participate according to the instructions. Please note that the applications you will be asked to use in this Unit are readily available for public use on the Internet and do not require any specialist knowledge of computers.

Unit Learning Outcomes

On successful completion of this unit students can:		Graduate Attributes addressed
1	Explain the roles and uses of learning technologies in supporting teaching and learning	 
2	Evaluate Technology Enhanced Learning tools, resources and approaches	  
3	Apply appropriate professional and ethical standards in Technology Enhanced Learning contexts	  
4	Generate technology products appropriate for professional development as a competent reflective practitioner	  
5	Develop research and referencing skills	 

Curtin's Graduate Attributes

	Apply discipline knowledge		Thinking skills (use analytical skills to solve problems)		Information skills (confidence to investigate new ideas)
	Communication skills		Technology skills		Learning how to learn (apply principles learnt to new situations) (confidence to tackle unfamiliar problems)
	International perspective (value the perspectives of others)		Cultural understanding (value the perspectives of others)		Professional Skills (work independently and as a team) (plan own work)

Find out more about Curtin's Graduate attributes at the Office of Teaching & Learning website: ctl.curtin.edu.au

Learning Activities

This unit is fully online. Make sure you make use of the available online materials to enhance your learning in the unit and to optimise your achievement of unit outcomes. For detailed information and learning experiences (including focus questions and tasks) please refer to FLECS – Blackboard (oasis.curtin.edu.au).

You are required to work through each of the learning modules, complete reading and other tasks and participate in online discussions according to the instructions each week.

The weekly learning activities of this unit are designed to provide opportunities for you to develop your professional capacities. In this regard the learning activities will engage you in a variety of learning experiences, including: textbook readings; readings of scholarly and research documents; discussion related to videos; examination of policy documents; application of learning theories to ICT; reflections upon your own learning with ICT experiences; development of your own ICT knowledge; answering key questions concerning using ICT to enhance learning; and sharing and discussing your ideas. Your results at the end of this unit will be commensurate with the amount of work that you put into the activities and participation in online discussions. The experience from previous inceptions of this unit is that the students who achieve good results are the ones who participate in the activities and discussion boards. The unit study calendar with more information can be found at the end of this Unit Outline.

Learning Resources

Essential texts

The required textbook(s) for this unit are:

- | *Teaching with ICT: Digital Pedagogies for Collaboration and Creativity* by Jennifer Howell

Recommended texts

You do not have to purchase the following textbooks but you may like to refer to them.

- | *A Teacher's Guide to Using Technology in the Classroom* by Gary Bitter and Melissa Pierson
- | *Teachers Discovering Computers: Integrating Technology in a Connected World* (7th ed.) by Gary B. Shelly, Glenda A. Gunter and Randolph E. Gunter

Online resources

- | Enhancing Learning Through Technology by Elsebeth Korsgaard Sorensen and Daithí Ó Murchú
(<http://www.igi-global.com.dbgw.lis.curtin.edu.au/gateway/book/377>)

Other resources

From Now On: the educational technology journal - <http://fno.org/>

Connect Collaborate Create - <http://hccweb2.org/web2/>

Australasian Journal of Educational Technology – <http://www.ascilite.org.au/ajet/ajet.html>

CITE Journal – <http://www.citejournal.org/vol8/iss2/>

Educational Computing – <http://www.acce.edu.au/item.asp?pid=1120Ed/ITLib>

Education and Information Technology Library – <http://www.editlib.org/>

Journal for the Integration of Technology Integration – <http://ejite.isu.edu/>

Education Resource Index – <http://www.eric.ed.gov/>

Journal of Technology Education – <http://scholar.lib.vt.edu/ejournals/>

In addition there are many journals and magazines that deal with Educational Technology. Please search the Curtin Library catalogue.

Further online resources can be found in the unit space in Blackboard.

Assessment

Assessment schedule

	Task	Value %	Date Due	Unit Learning Outcome(s) Assessed
1	Online tasks	15 percent	Week: Weeks 1 - 9 Day: Various days Time: Midnight	1,2,3,4
2	Evaluating and creating e-resources	45 percent	Week: Week 8 Day: Sunday 20 October Time: Midnight	4,5
3	e-Portfolio	40 percent	Week: 12 Day: Friday 10 November Time: Midnight	2

Detailed information on assessment tasks

1. Online Tasks

Various online workshop tasks will be outlined in the modules. Please see the Blackboard Modules and Study calendar for further details and due dates.

2. Evaluating and creating e-resources

Part A – Choose a content descriptor from the Australian Curriculum and then locate an interactive digital resource that will help you teach to this descriptor.

<http://www.australiancurriculum.edu.au/>

- 1 From the Australian Curriculum select a content descriptor, from your desired Learning Area, and familiarise yourself with the knowledge, skills and concepts which support the teaching of that descriptor.
- 1 Research and select one interactive digital resource that is *educational* and can be used when teaching the content knowledge, skills or concepts selected. The interactive digital resource should be a single item (e.g. game or activity) from an online source and easily accessible and functional for students using a computer. It must be for students to engage with in an interactive manner and not a teacher resource or site.
- 1 Your tutor should not have to download extra files, become a member first, subscribe or apply for a free trial before they have access to the resource. (The exception to this is the use of Scootle.)
- 1 Share your interactive digital resource with your peers via Google+ before week 6 to enable your tutor to provide feedback on its suitability.

Part B – Evaluation and PMI. Research and design a suitable Evaluation Rubric, use this Rubric to evaluate your digital resource and write a PMI about its effectiveness.

- 1 Once you have selected your digital resource you must research a range of evaluation rubrics (evaluation tools) and design a suitable rubric based on that research. Reference the sources you have used. This rubric should be adaptable and designed to assist you in selecting resources appropriate for future classroom use.

Your evaluation should include

1. The link (or URL) to your Part A resource which is being evaluated.
2. The ACARA content descriptor (including code).
3. Your rubric with the content sections highlighted to demonstrate your evaluation of the Part A resource.
4. A space for comments and provide your evaluation comments for the Part A resource

- 1 You must then write a 500 word (+/- 10%) analysis on the evaluation rubric. This should reflect on your experiences researching, designing and using the rubric to evaluate the Part A interactive resource. Justify your inclusion of measurable criteria. Support your analysis of the rubric by referring to at least 3 credible scholarly sources.

Part C – Create an Interactive Learning Object

- 1 Once you have evaluated your Part A resource, select an appropriate software/Web 2.0 tool, which will allow you to design and develop a multimedia ICT learning object to complement the Part A digital resource. This learning object

should take maximum advantage of multimedia's capacity for presenting information in ways that are unavailable in print materials. Some suggested software/Web 2.0 tools are:

1. Smart Notebook
2. Promethean ActivInspire
3. Webs
4. Wix

Note that PowerPoint is not a suitable tool for this task.

- Your learning object is to incorporate a variety of media (such as pictures, video, sound, etc.) and engage your students in an interactive manner. It should be designed for learners to use independently and incorporate your Part A resource.
- Your learning object should reflect the criteria used in your rubric. You also need to apply theories of learning to your learning object.

You can see some examples for interactive learning objects previously created [here](#). Do be critical and remember that some aspects of the assessment may have been changed since these were created.

Part D - Week 8: Learning Theories Test.

Available 14 - 20 October.

3. EPortfolio

Part A - You are to develop an original electronic portfolio that reflects your skill and knowledge development with specific reference to the [AITSL National Professional Standards](#).

EDUCATION STANDARDS (AITSL National Professional Standards)

Refer to the Graduate Standards. You are not required to address each focus area. It is more important to write quality reflections (see Week 10).

Professional Knowledge

1. Know students and how they learn
2. Know the content and how to teach it

Professional Practice

3. Plan for and implement effective teaching and learning
4. Create and maintain supportive and safe learning environments
5. Assess, provide feedback and report on student learning

Professional Engagement

6. Engage in professional learning
7. Engage professionally with colleagues, parents/carers and the community

Please see details of this Assessment on the website: <http://curtinportfolio.webs.com/>

The purpose of an ePortfolio is for you to continue to add material throughout your course of study and also when you are teaching. In essence, this will be your ongoing, living Curriculum Vitae. Your ePortfolio could eventually contain a combination of multimedia and you are encouraged to investigate this valuable resource for immediate and future use.

It is envisaged that you will create an online ePortfolio that will link to documents in Google Drive (formerly Google Docs), however you have the choice of either online tools or a program such as PowerPoint.

More information about ePortfolios will be covered in Week 9 and 10 of this unit.

Part B - Week 12: Copyright Quiz

Available 11 - 17 November.

Fair assessment through moderation

Moderation describes a quality assurance process to ensure that assessments are appropriate to the learning outcomes, and that student work is evaluated consistently by assessors. Minimum standards for the moderation of assessment are described in the Assessment Manual, available from policies.curtin.edu.au/policies/teachingandlearning.cfm

Late assessment policy

This ensures that the requirements for submission of assignments and other work to be assessed are fair, transparent, equitable, and

that penalties are consistently applied.

1. All assessments which students are required to submit will have a due date and time specified on the Unit Outline.
2. Accepting late submission of assignments or other work will be determined by the unit coordinator or Head of School and will be specified on the Unit Outline.
3. If late submission of assignments or other work is not accepted, students will receive a penalty of 100% after the due date and time ie a zero mark for the late assessment.
4. If late submission of assignments or other work is accepted, students will be penalised by ten percent per calendar day for a late assessment submission (eg a mark equivalent to 10% of the total allocated for the assessment will be deducted from the marked value for every day that the assessment is late). This means that an assignment worth 20 will have two marks deducted per calendar day late. Hence if it was handed in three calendar days late and marked as 12/20, the student would receive 6/20. An assessment more than seven calendar days overdue will not be marked. Work submitted after this time (due date plus seven days) may result in a Fail - Incomplete (F-IN) grade being awarded for the unit.

Assessment extension

A student must apply for an assessment extension on [the Assessment Extension Form](#), as prescribed by the Academic Registrar. The form is available on the Forms page at <http://students.curtin.edu.au/administration>. The student will be expected to lodge the form and supporting documentation with the unit coordinator before the assessment date/time or due date/time. An application may be accepted up to five working days after the date or due date of the assessment task where the student is able to provide an acceptable explanation as to why he or she was not able to submit the application prior to the assessment date. An application for an assessment extension will not be accepted after the date of the Board of Examiners' meeting.

Additional assessment information

Pass requirements

In order to pass this unit, all assessment tasks must be submitted *and* an overall mark of 50% or more must be achieved. Assessments are not considered as submitted if any required sections are missing, or if the electronic file is not readable. It is a student's responsibility to ensure that assessments are complete and have been successfully uploaded in a readable format.

A student who has received a fail (less than 50%) for an assessment but achieves at least 40% of the possible mark for an assessment that was handed in on time may be offered the opportunity to resubmit. The maximum a resubmission can be awarded is 50% of the possible mark and only one assessment resubmission per unit is possible.

No late submissions or resubmissions will be accepted for Assessment 1 tasks but a student will be deemed to have submitted this assessment if some marks are awarded..

Referencing style

The referencing style for this unit is APA 6th Ed.

More information can be found on this style from the Library web site: library.curtin.edu.au.

Plagiarism

Plagiarism occurs when work or property of another person is presented as one's own, without appropriate acknowledgement or referencing. Plagiarism is a serious offence. For more information refer to academicintegrity.curtin.edu.au.

Plagiarism monitoring

Work submitted may be subjected to a plagiarism detection process, which may include the use of systems such as 'Turnitin'. For further information, see academicintegrity.curtin.edu.au/students/turnitin.cfm.

Additional information

Assessment Extension

Extensions are at the discretion of your tutor but must be requested in writing before the due date of the assessment.

The Application for Assessment Extension can be downloaded as a Quickform, available via your eStudent area on Oasis. If you are unable to access the form you must request one from your tutor. The new due date must be included on the cover sheet of the submitted work.

Extensions may be granted for, but are not limited to:

- | Injury, illness or medical condition supported by a medical certificate
- | Commitments to participate in elite sport
- | Commitments to assist with emergency service activities
- | Equity considerations as requested by a counsellor (disability)
- | Compassionate grounds

If longer than 7 days are required please send a copy of your extension request to the Unit Coordinator. Please specify exactly how many days extension is requested.

The tutor or unit coordinator shall notify the student of the outcome of their application for Assessment Extension within five working days of the application.

Assessment Appeals

Any student dissatisfied with the mark awarded for an assessment task or the final result for a unit because they feel the mark or result is unfair or incorrect, may request a review of the mark or final result and if still dissatisfied, may lodge a formal assessment appeal.

In all cases, the process involves an initial review by either the tutor, marker or unit coordinator and if still dissatisfied, a formal appeal. It is expected that most situations will be able to be resolved without the need for a formal appeal.

- | Step 1 – Initial Request for Review
- | Step 2 – Formal Appeal

Corrupted or Unreadable Files

As you are working in an online environment it is essential that you make backup copies of all assessments including assessments in progress. Work can be easily lost through electrical failure, software failure, hardware glitch or a virus so it is essential that students always have two copies stored in different places. A variety of tools can be used for the backup including USB sticks, external hard drives, email and online solutions such as Dropbox.com. For this reason lost work will not be regarded as an acceptable excuse for late assessment submissions.

Assessments are not considered as submitted if the electronic file is not readable. It is a student's responsibility to ensure that assessments have been successfully uploaded in a readable format. If a tutor encounters a problem with a submitted file the student will be notified and must provide a readable file within 48 hours of this notification, after which it is considered late.

Student Support

OJA SMARTHINKING

- | The service is designed to supplement the learning experiences gained during your study at Open Universities Australia. You are linked to a service administered outside the Blackboard environment and independent of Curtin University and OJA. Smarthinking connects you to a tutor 24 hours a day, 7 days a week. More information is available on Blackboard. Note that Smarthinking tutors do not have any details relating to your assessment tasks and so the help they offer may not align with actual assessment requirements.

To access SMARTHINKING:

1. Log in to Open Universities Australia at <http://www.open.edu.au/>.
2. From here go to MY AREA and then click on ACTIVE UNITS where you will see the icon, which allows you to get to Smarthinking.com.

If you experience problems logging in or are unsure of your OJA ID, please contact our OJA Student Advisors by email

advisors@open.edu.au or by telephone +61 03 8628 2555 for assistance. Go to your ACTIVE UNITS page via the OUA portal. Click on the SMARTHINKING link.

Learning Centre

- Comprehensive support for many aspects of students' learning is offered through face to face and online resources via the Learning Centre http://unilife.curtin.edu.au/learning_support/learning_centre.htm.

Uni English

- This website has been designed to support students whose first language is not English. The Curtin University UniEnglish website contains English language resources, activities, support information, and links to diagnostic assessment tests. http://unilife.curtin.edu.au/learning_support/UniEnglish.htm

Counselling

- All Curtin students are entitled to access Curtin Counseling for free, confidential and professional services. This includes online students who may require individual counselling for personal, psychological, or study-related issues (although please note that the counselling service is not the appropriate avenue for pursuing assessment queries or debates). http://unilife.curtin.edu.au/health_wellbeing/counselling_services.htm

Enrolment

It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.

Supplementary/Deferred exams

Supplementary and deferred examinations will be held at a date to be advised. Notification to students will be made after the Board of Examiners meeting via the Official Communications Channel (OCC) in OASIS. It is the student's responsibility to check their OASIS account on a weekly basis for official Curtin correspondence. If your results show that you have been awarded a supplementary or deferred exam you should immediately check your OASIS email for details.

Student Rights and Responsibilities

It is the responsibility of every student to be aware of all relevant legislation, policies and procedures relating to their rights and responsibilities as a student. These include:

- the Student Charter
- the University's Guiding Ethical Principles
- the University's policy and statements on plagiarism and academic integrity
- copyright principles and responsibilities
- the University's policies on appropriate use of software and computer facilities

Information on all these things is available through the University's "Student Rights and Responsibilities website at: students.curtin.edu.au/rights.

Student Equity

There are a number of factors that might disadvantage some students from participating in their studies or assessments to the best of their ability, under standard conditions. These factors may include a disability or medical condition (e.g. mental illness, chronic illness, physical or sensory disability, learning disability), significant family responsibilities, pregnancy, religious practices, living in a remote location or another reason. If you believe you may be unfairly disadvantaged on these or other grounds please speak to the Student Equity Advisor Team member in your Faculty. Contact details are at: <http://eesj.curtin.edu.au/contact.html>

You can also contact Counselling and Disability services: <http://www.disability.curtin.edu.au> or the Multi-faith services: http://unilife.curtin.edu.au/diversity_and_faith/faith_services.htm for further information.

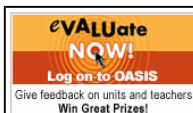
It is important to note that the staff of the university may not be able to meet your needs if they are not informed of your individual circumstances so please get in touch with the appropriate service if you require assistance. For general wellbeing concerns or advice please contact Curtin's Student Wellbeing Advisory Service at: http://unilife.curtin.edu.au/student_wellbeing_service.htm

Recent unit changes

We welcome feedback as one way to keep improving this unit. Students are encouraged to provide unit feedback through eVALUate, Curtin's online student feedback system (see evaluate.curtin.edu.au/info/). Recent changes to this unit include:

Improvements have been made to Assessment 2 wording.

Learning materials have been expanded and updated.



See evaluate.curtin.edu.au to find out when you can eVALUate this unit.

Program calendar

Week	Begin Date	Topic	Topics	Assessment Due
1.	26 Aug	Introduction to Technologies for Learning	<ul style="list-style-type: none"> Digital Pedagogy Computer, Information and Integration Literacy Learning in the Digital Age Technology Standards and Policy 	Task 1: Join Google+ and post resources (2 marks) Due Wed 4 Sept
2.	2 Sept	Networks and the Internet	<ul style="list-style-type: none"> History of Technology in Education Internet and the World Wide Web The Internet as a Tool for Communication The Internet as a Tool for Inquiry Search Techniques and Tools Cybersafety 	Task 2: Academic writing - Digital Pedagogy (3 marks) Due Sun 8 Sept
3.	9 Sept	Technology as a Tool and Partner	<ul style="list-style-type: none"> Role of Technology and Developing Digital Fluency in Learners (Chapters 8 & 9) Application Software Productivity Software Multimedia Software 	Task 3: TimeLine Task (2 marks) Due Sun 15 Sept
4.	16 Sept	Digital Pedagogies	<ul style="list-style-type: none"> Developing Digital Fluency in Learners (Chapter 9) Application Software Productivity Software Multimedia Software 	Task 4: Visual Autobiography Due Sun 22 Sept Working on Assessment 2
5.	23 Sept	Evaluating Educational Technology	<ul style="list-style-type: none"> Scaffolding Digital Fluency in Learners (Chapter 12) Evaluating Software Applications Evaluating Web Resources Assessment Tools Evaluating Technology Integration Integration Strategies Assignment Two 	Task 5: 2-Minute Recorded Reflection on PLANE (2 marks) Due Sun 29 Sept Working on Assessment 2
6.	30 Sept	Integrating Digital Media and Educational Software	<ul style="list-style-type: none"> Developing a Digital Pedagogy for Creative, Purposeful and Experimental Learning with Technology (Chapter 10) The Role of Technology Across All Subject Areas (Chapter 11) Educational Software Applications Creating and Presenting Digital Media Assignment Two 	Task 6: Critical Reflection (2 marks) Due Sun 6 Oct Working on Assessment 2
7.	7 Oct	Interactive Whiteboards	<ul style="list-style-type: none"> Origins Special Features 	Working on Assessment 2

			<ul style="list-style-type: none"> Range of Interactive Whiteboard Products Interactive Whiteboards in Classrooms Creating Learning Resources 	
8.	14 Oct	Technology Integration and Digital Expectancy	<ul style="list-style-type: none"> Digital Expectancy: It's All About Behaviour (Chapter 4) Technology Integration Integrating Technology into the Curriculum Theoretical Underpinnings (Chapter 2) Planning for Technology Integration Learning Theories and Educational Research 	<p>Assessment 2 (Part A, B & C = 40 marks)</p> <p>Due Sun 20 Oct</p> <p>Part D: Learning Theories Online Test (5 marks)</p> <p>Available 14 - 20 Oct</p>
9.	21 Oct	Electronic Portfolios	<ul style="list-style-type: none"> Creating a Professional Teaching Portfolio Portfolios in Education ePortfolio Process, Purpose and Dimensions Planning your ePortfolio Telling Stories Through Pictures Creating Digital Stories 	<p>Task 7: Digital Story Task (2 marks)</p> <p>Due Sun 27 Oct</p> <p>Working on Assessment 3</p>
10.	28 Oct	Critical Reflections	<ul style="list-style-type: none"> Reflective Practice Purpose of Reflections Guided Questions to Enhance Reflections 	Working on Assessment 3
11.	4 Nov	Security, Ethics and Emerging Technologies	<ul style="list-style-type: none"> Computer Security Ethics and the Information Age Emerging Technologies Security and ePortfolios 	<p>Assessment 3 (35 marks)</p> <p>Due Sunday 10 Nov</p>
12.	11 Nov	Evaluation	<ul style="list-style-type: none"> Evaluation and Copyright Test 	<p>Copyright Quiz (5 marks)</p> <p>Available 11-17 Nov</p>
13.	18 Nov	Study Break		