



Course Outline

Code: EDU103

Title: Integrating ICT into Learning

School of:	Education	
Teaching Session:	Semester 2	
Year:	2020	
Course Coordinator:	Natalie McMaster	Email: nmcmaste@usc.edu.au
Course Moderator:	Dr Sharon Louth	

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1 Description

This course is designed to support your development and ongoing professional learning as an educator. You will explore your own professional learning needs in response to integrating Information and Communication Technologies (ICT) across the curriculum. The course will provide opportunities to critically analyse the safe, responsible and ethical use of ICT in teaching and learning. You will implement and reflect on professional development plans including opportunities to coach and mentor others in your areas of strength as models for sustaining your teaching practices.

1.2 Course topics

- ICT across the curriculum: ICT practices in the classroom and assessment for learning.
- Safe, responsible and ethical use of ICT in the classroom.
- Integrating ICT using the SAMR model.
- Computational thinking, coding and robotics.
- Exploring the components of Technological Pedagogical Content Knowledge (TPACK) and the implications for learning.
- Analysing your personal PK and CK competence to identify areas of strength and areas for further development.
- Examples of professional learning opportunities to develop different components of TPACK to support the development and implementation of professional learning.
- The Networked Teacher model.
- Principles of reflective practice and peer assessment.
- E-portfolio.

2. What level is this course?

100 level Introductory - Discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Normally associated with the first full-time year of an undergraduate program

3. Unit value

12 units

4. How does this course contribute to my learning?

Specific Learning Outcomes On successful completion of this course you should be able to:	Assessment Tasks You will be assessed on the learning outcome in task/s:	Graduate Qualities or Professional Standards mapping Completing these tasks successfully will contribute to you becoming:
Identify and describe current and emerging technologies relevant to learning and teaching in primary schools	Task 1: Reflective folio Task 2: Technologies for the classroom presentation	Knowledgeable.
Reflect critically on your ability to engage with elements of Technological Pedagogical Content Knowledge (TPACK) as part of your professional practice	Task 1: Reflective folio	Sustainability-focussed. Knowledgeable.
Engage in ethical practice in planning for learning and teaching and supporting colleagues in their professional learning	Task 1: Reflective folio Task 2: Technologies for the classroom presentation	Ethical. Sustainability-focussed.
Engage in problem solving to develop a professional development action plan that will contribute towards the development of sustained improvement in the safe use of Information and Communication Technologies within your practice	Task 1: Reflective folio	Sustainability-focussed.
Reflect on how your personal action plan has developed elements of your TPACK knowledge for implementation in professional practice.	Task 1: Reflective folio	Sustainability Focused

5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1 Enrolment restrictions

Students must be enrolled in ED303, ED304, UU301 or XU301

5.2 Pre-requisites

Nil

5.3 Co-requisites

Nil

5.4 Anti-requisites

Nil

5.5 Specific assumed prior knowledge and skills (where applicable)

A basic ability to utilise central software, for example, a Word Processing software (e.g. Word), a Presentation Software (e.g. Keynote) and the Internet as resources for multimedia and the variety of internet browsers (e.g. Mozilla Firefox, Safari and Explorer) that are available for use.

6. How am I going to be assessed?

6.1 Grading scale

Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)

6.2 Details of early feedback on progress

Students will be provided academic progress feedback during the first third of the teaching semester. This feedback will be provided on the Task 1 reflective folio during the tutorials through group and individual discussion activities.

6.3 Assessment tasks

Task No.	Assessment Tasks	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1	Reflective folio	Individual	50%	1900 words	Weekly starting Week 1 with final submission Friday week 11 by 5pm	Upload to PebblePad via Blackboard
2	Technologies for the Classroom presentation	Individual	50%	10-minute video presentation	Friday week 6 by 5pm	Upload to Blackboard
			100%			

Assessment Task 1: Reflective folio

Goal:	The goal of this task is to identify areas of strength and areas for development in ICT pedagogy and content knowledge and use this to analyse and devise personal action plans for professional development and engagement in ongoing reflection
Product:	A reflective folio in PebblePad
Format:	<p>Using a workbook provided in PebblePad, you will build an e-portfolio which documents your understanding of ICT in learning. Each week in your folio you will complete the activities and engage in reflection to demonstrate your developing knowledge about ICT in learning.</p> <p>The folio will provide evidence of your ability to identify areas of strength and areas for development in ICT pedagogy and content knowledge. You will use this information to devise personal action plans for professional development, which include the viewing of peers Assessment Task 2 submissions. In the folio you also will formulate an action plan which outlines how you will plan for the research and design of your video presentation for Assessment Task 2.</p> <p>Your folio will need to be completed in the templates provided in a PebblePad workbook. In week one you will need to submit your workbook so that ongoing formative feedback can be provided on your progress prior to the final submission date.</p>
Criteria:	<p>You will be assessed on your:</p> <ul style="list-style-type: none"> • Analysis and justification of personal ICT pedagogy and content knowledge competence aligned to the TPACK framework • Identification of your professional learning goals to develop ICT pedagogy and content knowledge competence (action plan)

	<ul style="list-style-type: none"> • Identification of the 10minute video presentation delivered for Assessment Task 2 • Identification of 5 x ICTs for teaching and learning you wish to improve • Reflection on engagement in 5 x 10minute video presentations created by peers • Demonstration of understanding of the ICT General Capability • Application and references to relevant and up to date literature on TPACK, SAMR and ICT across the curriculum and teacher professional learning • Identification of plans to grow a personal learning network and rationale for continued professional learning • Written language appropriate for the format and audience that demonstrates a professional level of personal literacy skills
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Assessment Task 2: Technologies for the Classroom Presentation

Goal:	The goal of this task is to identify and select an ICT for teaching and learning and create a 10-minute video for peers
Product:	10-minute video presentation
Format:	<p>In this task you will design a 10-minute video presentation for your peers, on an ICT which can be used for teaching and learning in Primary School. A list of ICTs you may choose from will be provided by the course coordinator. You will need to conduct research on the ICT and learn how to use it effectively, so that you can teach your peers about how to use the ICT and how it can support their teaching and learning in Primary School.</p> <p>This topic for the video needs to be identified in your Assessment Task 1 action plan and your completion of the video will be reflected on in your folio. The Professional Development will be presented as a 10-minute video presentation, which includes:</p> <ul style="list-style-type: none"> • Outline the learning outcomes for the 10-minute session • Introduction about the ICT • The strengths of the ICT • Example of how the ICT can be used in the classroom and the level of SAMR in the example • Teaching implications • Cyber safety and cyber ethics • A hands-on activity – teaching your peers how to use the ICT • Identification of specific sources for further professional development • Conclusion <p>The video content including all images, need to be referenced using APA7 format. This assessment is to be submitted in Blackboard via Video Vault and will be shared with your peers to support their ongoing learning in integrating ICTs.</p>
Criteria:	<p>You will be assessed on:</p> <ul style="list-style-type: none"> • Video presentation development, structure and timing • Selection of ICT and application to teaching and learning in Primary School • Identification of SAMR in the context of effective planning and teaching with ICT • Identification of the strengths, limitations, safety, ethics, links to ICT General Capability in Primary School • Oral and written communication skills and academic literacies including grammar, English expression, APA7 referencing conventions and technical accuracy

7. What are the course activities?

7.1 Directed study hours

A 12 unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. A blended learning approach is used to deliver this course, including a mix of synchronous and asynchronous materials and activities accessed through Blackboard. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

This course will be delivered via technology-enabled learning and teaching. All lectures will remain in this mode for Semester 2 2020. When government guidelines allow, students that elected on-campus study via the class selection process will be advised when on campus tutorials and practical sessions will resume.

7.2 Course content

Week # / Module #	What key concepts/content will I learn?
Week 1	Online: Theory of Digital Pedagogy Tutorial: ICT confidence audit
Week 2	Online: Computer concepts and digital systems Tutorial: Creating videos using PowerPoint
Week 3	Online: TPACK Unpacked Tutorial: Using ICT in Science and evaluating educational technology
Week 4	Online: The Networked Teacher Tutorial: Developing a Personal Learning Network
Week 5	Online: Understanding the ICT Capabilities and SAMR model Tutorial: Using ICT in Digital Citizenship
Week 6	Online: Creative technologies and learning Tutorial: Using ICT in English
Week 7	Online: Factors influencing ICT Integration Tutorial: Using ICT in HPE
Week 8	Online: The Changing face of education Tutorial: Using ICT in Mathematics
Week 9	Online: Understanding the Technologies Curriculum Tutorial: Computational thinking, Coding and Robotics
Week 10	Online: Reflecting on your TPACK Tutorial: Using ICT across the curriculum

8. What resources do I need to undertake this course?

Please note that course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site. Please log in as soon as possible.

8.1 Prescribed text(s)

Please note that you need to have regular access to the resource(s) listed below as they are required:

Author	Year	Title	Publisher
Albion, P., Campbell, C., & Jobling, W.	2018	Technologies education for the primary years	Cengage

8.2 Specific requirements

N/A

9. Risk management

Health and safety risks for this course have been assessed as low.

It is your responsibility as a student to review course material, search online, discuss with lecturers and peers, and understand the health and safety risks associated with your specific course of study. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the [online Health Safety and Wellbeing training module for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1 Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2 Assessment: Additional requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- a) The final mark is in the percentage range 47% to 49.4%
- b) The course is graded using the Standard Grading scale
- c) You have not failed an assessment task in the course due to academic misconduct

10.3 Assessment: Submission penalties

Late submission of assessment tasks will be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day
- 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late.

To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.

10.4 Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session

go to [Student Hub](#). Contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au

10.5 Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website:

<http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.6 General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** – Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC South Bank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au

10.7 School specific information

The assessment tasks in this course support pre-service teachers to explicitly demonstrate the following National Professional Standards for Teachers (Graduate) and QCT Professional Standards for Queensland Teachers (Graduate Level):

Assessment Task	National Professional Standards for Teachers (Graduate)
Task 1: Reflective folio	<p>6.1 Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.</p> <p>6.2 Understand the relevant and appropriate sources of professional learning for teachers.</p> <p>6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices</p> <p>6.4 Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.</p>
Task 2: Technologies for the Classroom PD	<p>1.3 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.</p> <p>2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students</p> <p>3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.</p> <p>4.1 Identify strategies to support inclusive student participation and engagement in classroom activities</p>

	6.2 Understand the relevant and appropriate sources of professional learning for teachers
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