



## COURSE OUTLINE

# EDU103 Integrating ICT into Learning

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2021 | Semester 2

USC Sunshine Coast  
USC Moreton Bay  
USC Fraser Coast

**ON CAMPUS**

Most of your course is on campus but you may be able to do some components of this course online.

*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. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>ON CAMPUS</b>			
<b>Tutorial/Workshop 1</b> – A blended learning approach is used to deliver this course, including a mix of synchronous and asynchronous materials and activities accessed through Blackboard. This course will be supported by technology-enabled learning and teaching including zoom.	2hrs	Week 1	10 times
<b>Online</b> – You are required to engage with an online lecture, associated activities and required/recommended course reading materials accessed through Blackboard and using the required text.	2hrs	Week 1	10 times

### 1.3. 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)

Engaging with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Limited or no prerequisites. Normally, associated with the first full-time study year of an undergraduate program.

### 3. What is the unit value of this course?

12 units

### 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Institute for Teaching and School Leadership
1 Identify and describe current and emerging technologies relevant to learning and teaching in primary schools	Knowledgeable	2.6 - Information and Communication Technology (ICT) 3.4 - Select and use resources
2 Reflect critically on your ability to engage with elements of Technological Pedagogical Content Knowledge (TPACK) as part of your professional practice	Knowledgeable Sustainability-focussed	6.1 - Identify and plan professional learning needs 6.2 - Engage in professional learning and improve practice 6.3 - Engage with colleagues and improve practice 6.4 - Apply professional learning and improve student learning
3 Engage in ethical practice in planning for learning and teaching and supporting colleagues in their professional learning	Ethical Sustainability-focussed	1.3 - Students with diverse linguistic, cultural, religious and socioeconomic backgrounds 4.1 - Support student participation 6.3 - Engage with colleagues and improve practice
4 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	Sustainability-focussed	6.1 - Identify and plan professional learning needs 6.2 - Engage in professional learning and improve practice 6.3 - Engage with colleagues and improve practice
5 Reflect on how your personal action plan has developed elements of your TPACK knowledge for implementation in professional practice.	Sustainability-focussed	6 - Engage in professional learning 6.1 - Identify and plan professional learning needs 6.2 - Engage in professional learning and improve practice 6.3 - Engage with colleagues and improve practice

## 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. Pre-requisites

Enrolled in Program ED010, ED303 or ED304

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

Not applicable

### 5.4. Specific assumed prior knowledge and skills (where applicable)

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

## 6. How am I going to be assessed?

### 6.1. Grading Scale

Standard Grading (GRD)

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

### 6.2. Details of early feedback on progress

Feedback on the draft of action plans will be provided in week 3 tutorial, to assist with progression in the course. Students will also be provided with feedback on their academic progress in the course via their results from assessment Task 1a.

### 6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Portfolio	Individual	50%	Weekly activities 1900 words in total	Week 10	Online ePortfolio Submission
All	2	Oral	Individual	50%	10 minute video	Week 6	Online Assignment Submission with plagiarism check

### All - Assessment Task 1: Reflective Folio

<b>GOAL:</b>	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
<b>PRODUCT:</b>	Portfolio
<b>FORMAT:</b>	<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 ICT videos created by peers. 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:	No.	Learning Outcome assessed
	1	Analysis and justification of personal ICT pedagogy and content knowledge competence aligned to the TPACK framework 2 5
	2	Identification of your professional learning goals to develop ICT pedagogy and content knowledge competence (action plan) 2
	3	Demonstration of understanding of the ICT General Capability 4
	4	Application and references to relevant and up to date literature on TPACK, SAMR and ICT across the curriculum and teacher professional learning 1
	5	Identification of plans to grow a personal learning network and rationale for continued professional learning 4 5
	6	Written language appropriate for the format and audience that demonstrates a professional level of personal literacy skills 1

#### All - Assessment Task 2: Media Presentation

<b>GOAL:</b>	The goal of this task is to demonstrate your understanding of digital citizenship, which includes cyber safety, cyber ethics and cyber bullying, in the context of the teaching profession through designing a professional development presentation	
<b>PRODUCT:</b>	Oral	
<b>FORMAT:</b>	You are being asked to design and create a 10-minute media presentation for your teacher colleagues; for example, to be presented at a staff meeting. The media presentation is to cover: 1) cyber safety, 2) cyber ethics, 3) cyber bullying, 4) their potential risks from a personal and professional and legislative lens, and 5) your future students' physical safety and emotional safety in the absence of responsible digital citizenship behaviour, both inside and outside the school environment.	
CRITERIA:	No.	Learning Outcome assessed
	1	Production and design of a 10minute video which demonstrates your understanding of digital citizenship, cyber safety, cyber ethics and cyber bullying 4
	2	Selection of relevant examples and resources to support your students learning about cyber safety, cyber ethic and cyber bullying. 4
	3	Written communication skills and academic literacies including grammar, English expression, APA7 referencing conventions and technical accuracy 1
	4	Synthesis of credible literature associated with digital citizenship surrounding a teacher's personal profile and digital footprint from a moral and ethical perspective as well as from a governmentally legislative stance. 3
	5	Creates a video with clear verbal and written narration 3

## 7. 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. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

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

Please note: 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) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	PUBLISHER
Required	Albion, P., Campbell, C., & Jobling, W.	2018	Technologies education for the primary years	Cengage

## 8.2. Specific requirements

Not applicable

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility 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 and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training 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:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct

### 10.3. Assessment: Submission penalties

Late submission of assessment tasks may 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 to negotiate an outcome.

### 10.4. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

### 10.5. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

## 10.6. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, , injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

## 10.7. 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>

## 10.8. 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 SouthBank** - 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](mailto:studentcentral@usc.edu.au)