1. **What is this course about?**

1.1 **Course 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 content**
- ICT across the curriculum: ICT practices in the classroom and assessment for learning.
- Safe, responsible and ethical use of ICT in the classroom
- 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 Network Teacher model
- Principles of reflective practice and peer assessment
- E-portfolio

2. **Unit value**
12 units
3. **How does this course contribute to my learning?**

<table>
<thead>
<tr>
<th>On successful completion of this course you should be able to:</th>
<th>You will be assessed on the learning outcome in task/s:</th>
<th>Completing these tasks successfully will contribute to you becoming:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and describe current and emerging technologies relevant to learning and teaching in primary schools</td>
<td>Task 1: Analysis of ICT pedagogy, content and personal action plan Task 2: Technologies for the Classroom</td>
<td>Knowledgeable.</td>
</tr>
<tr>
<td>Reflect critically on your ability to engage with elements of Technological Pedagogical Content Knowledge (TPACK) as part of your professional practice</td>
<td>Task 1: Analysis of ICT pedagogy, content and personal action plan Task 3: Reflection on action plan</td>
<td>Sustainability-focussed. Knowledgeable.</td>
</tr>
<tr>
<td>Engage in ethical practice in planning for learning and teaching and supporting colleagues in their professional learning</td>
<td>Task 1: Analysis of ICT pedagogy, content and personal action plan Task 2: Technologies for the Classroom Task 3: Reflection on action plan</td>
<td>Ethical. Sustainability-focussed.</td>
</tr>
<tr>
<td>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</td>
<td>Task 1: Analysis of ICT pedagogy, content and personal action plan Task 3: Reflection on action plan</td>
<td>Sustainability-focussed.</td>
</tr>
<tr>
<td>Reflect on how your personal action plan has developed elements of your TPACK knowledge for implementation in professional practice.</td>
<td>Task 3: Reflection on action plan</td>
<td>Sustainability Focused</td>
</tr>
</tbody>
</table>

4. **Am I eligible to enrol in this course?**

Refer to the Undergraduate Coursework Programs and Awards - Academic Policy for definitions of “pre-requisites, co-requisites and anti-requisites”

4.1 **Enrolment restrictions**

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

4.2 **Pre-requisites**

Nil

4.3 **Co-requisites**

Nil

4.4 **Anti-requisites**

Nil

4.5 **Specific assumed prior knowledge and skills (optional)**

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.
5. How am I going to be assessed?

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

5.2 Assessment tasks

<table>
<thead>
<tr>
<th>Task No.</th>
<th>EDU103 Assessment Tasks</th>
<th>Individual or Group</th>
<th>Weighting %</th>
<th>What is the duration / length?</th>
<th>When should I submit?</th>
<th>Where should I submit it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Analysis of ICT pedagogy, content and personal action plan</td>
<td>Individual</td>
<td>20%</td>
<td>1000 words + action plan</td>
<td>Friday 5pm Week 3</td>
<td>Via BlackBoard (eportfolio)</td>
</tr>
<tr>
<td>2</td>
<td>Technologies for the Classroom</td>
<td>Individual</td>
<td>40%</td>
<td>1000 words + ICT presentation</td>
<td>Week 8</td>
<td>In tutorial</td>
</tr>
<tr>
<td>3</td>
<td>Reflection on action plan</td>
<td>Individual</td>
<td>40%</td>
<td>1000 words</td>
<td>Friday 5pm Week 10</td>
<td>Via BlackBoard (eportfolio)</td>
</tr>
</tbody>
</table>

Assessment Task 1: Analysis of ICT pedagogy, content and personal action plan

**Goal:** Identify areas of strength and areas for development in ICT pedagogy and content knowledge and use this to analyse and devise a personal action plan for professional development

**Product:** Competence statement and action plan

**Format:** Provide an analysis of your competence in ICT pedagogy and content knowledge. Identify areas of strength where you might be able to provide support to your colleagues through coaching or mentoring and areas for further development based on evidence. This statement needs to conclude with a recommendation of up to three areas where you might be able to coach or mentor others during the semester and three areas where you need further development. You will need to formulate an action plan that outlines how you will engage in your own professional learning as well as how you plan to assist others. Your statement and action plan should also demonstrate that you:

- Understand the role of the Australian Professional Standards for Teachers in identifying professional learning needs
- Understand the relevant and appropriate sources of professional learning for teachers
- Understand the rationale for continued professional learning and the implication for improved student learning.

Your statement and action plan will need to be uploaded to your eportfolio.

**Criteria** You will be assessed on your:

- Analysis and justification of personal ICT pedagogy and content knowledge competence
- Professional learning goals to develop ICT pedagogy and content knowledge competence (action plan)
- Links to Australian Professional Standards for Teachers 6.1, 6.2, 6.4
- Written language appropriate for the format and audience that demonstrates a professional level of personal literacy skills

**Generic skill assessed** | **Skill assessment level**
--- | ---
Communication | Introductory
Information literacy | Introductory
### Course Outline: EDU103  Integrating ICTs into Learning

#### Assessment Task 2: Technologies for the Classroom

<table>
<thead>
<tr>
<th><strong>Goal:</strong></th>
<th>Identify and select ICTs for teaching and learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Product:</strong></td>
<td>ICT presentation and evaluation of ICTs for teaching and learning</td>
</tr>
<tr>
<td><strong>Format:</strong></td>
<td>This task is designed around the Research, design, produce and evaluate (RDPE) cycle.</td>
</tr>
</tbody>
</table>

**Research:** You will need to select three ICTs that can be used as teaching and learning tools/activities for primary school students and identify:

- The curriculum learning areas which they can be integrated into
- How they can be used in each of the learning areas identified
- The strengths of each ICT – How the integration of each ICT is inclusive and responsive to the learning strengths and needs of students from diverse backgrounds. How use of each ICT will expand curriculum learning opportunities for students. How each ICT will engage students in their learning
- Teaching implications – any problems you envisage could occur with the integration of each ICT into teaching and learning
- Cyber safety and cyber ethics in regard to the use of each ICT in the classroom

**Design and Produce:** Your research and information on the three ICTs will be presented in an ICT presentation which you will design to include voice recording, theme, tables, transitions, text, graphics and pictures.

**Evaluate:** You must also create a written evaluation of the research, design and production process. The evaluation will include an analysis of your personal ICT skills in completing this task and reflecting on the challenges you encountered and overcame in each element of the process. Identifying sources of professional learning utilised and current research about using ICT for teaching and learning.

<table>
<thead>
<tr>
<th><strong>Criteria</strong></th>
<th>You will be assessed on:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Research</td>
</tr>
<tr>
<td></td>
<td>Production and presentation of an ICT presentation</td>
</tr>
<tr>
<td></td>
<td>Selection of ICTs and application to teaching and learning</td>
</tr>
<tr>
<td></td>
<td>analysis and evaluation</td>
</tr>
<tr>
<td></td>
<td>Reference to Australian Professional Standards 1.3, 2.6, 3.4, 4.1 and 6.2</td>
</tr>
<tr>
<td></td>
<td>Written language appropriate for the format and audience that demonstrates a professional level of personal literacy skills</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Generic skill assessed</strong></th>
<th><strong>Skill assessment level</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Introductory</td>
</tr>
<tr>
<td>Applying technologies</td>
<td>Introductory</td>
</tr>
</tbody>
</table>
Course Outline: EDU103 Integrating ICTs into Learning

Assessment Task 3: Reflection on action plan

<table>
<thead>
<tr>
<th><strong>Goal:</strong></th>
<th>To reflect on action plan and plan for ongoing professional development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Product:</strong></td>
<td>Professional development report and ongoing development plan</td>
</tr>
<tr>
<td><strong>Format:</strong></td>
<td>Over the semester, you have been engaged in mentoring others and being mentored by others in TPACK competencies. Drawing on these experiences, feedback from Assessment Task 2 and Assessment Task 1 where you developed an Action Plan for your professional development, you are now required to report on the outcomes of your personal professional development including your engagement in coaching and mentoring other colleagues. The report requires the following sections:</td>
</tr>
<tr>
<td>A)</td>
<td>Description of your mentoring of others in elements of TPACK</td>
</tr>
<tr>
<td>B)</td>
<td>Description of how mentoring assisted your own professional development</td>
</tr>
<tr>
<td>C)</td>
<td>Reflection on the development of your personal/proficiency as a result of the mentoring and mentored process and engagement in professional development</td>
</tr>
<tr>
<td>D)</td>
<td>Description of further development that you require in terms of ICT pedagogy and content knowledge</td>
</tr>
<tr>
<td>E)</td>
<td>A plan for how to intend to progress your understanding and proficiency in TPACK over the next 12 months.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Criteria</strong></th>
<th>You will be assessed on:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Creation and implementation of action plans</td>
</tr>
<tr>
<td></td>
<td>• Justify the selection of professional learning activities</td>
</tr>
<tr>
<td></td>
<td>• Analysis and reflection on the professional learning experience</td>
</tr>
<tr>
<td></td>
<td>• Application and reference relevant and up to date literature on TPACK, ICT across the curriculum and teacher professional learning</td>
</tr>
<tr>
<td></td>
<td>• Written language appropriate for the format and audience that demonstrates a professional level of personal literacy skills.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Generic skill assessed</strong></th>
<th><strong>Skill assessment level</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Introductory</td>
</tr>
</tbody>
</table>

5.3 Additional assessment requirements

**Blackboard**
As a student enrolled in this course you will have access to course information on the Blackboard site. You are strongly recommended to log onto the course site on a regular basis. All course announcements, course changes, posting of course materials and grades (via My Interim Results) will be accessed through Blackboard. It is your responsibility to ensure they have adequate internet access (either off campus or on-campus) in order to access Blackboard regularly and to complete required assessment tasks.

**Safe Assign**
In order to minimise incidents of plagiarism and collusion, this course may require that some of its assessment tasks are submitted electronically via Safe Assign. This software allows for text comparisons to be made between the students submitted assessment item and all other work that Safe Assign has access to. If required, details of how to submit via Safe Assign will be provided on the Blackboard site of the course.
5.4 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 to negotiate an outcome.

6. How is the course offered?

6.1 Directed study hours
1 hour interaction with online content including lecture and 3 hour workshop per week

6.2 Teaching semester/session(s) offered
Semester 2 of each year
Sippy Downs: Semester 2
Fraser Coast: Semester 2
Gympie: Semester 2

6.3 Course activities

<table>
<thead>
<tr>
<th>Teaching Week / Module</th>
<th>What key concepts/content will I learn?</th>
<th>What activities will I engage in to learn the concepts/content?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1: Digital Pedagogy</td>
<td>Understanding learning in the digital age Australian Curriculum: Technologies</td>
<td>Tutorial 1: Exploring the theoretical underpinnings of digital pedagogy Tutorial 2: Exploring the components of Technological Pedagogical Content Knowledge (TPACK) and the implications for learning Tutorial 3: Approaches to professional learning that contribute towards sustainable practice</td>
</tr>
<tr>
<td>Module 2: Creative technologies and learning</td>
<td>Digital technologies knowledge and understanding Integrating educational technology into the curriculum</td>
<td>Tutorial 4: Exploring digital systems (software and hardware) Tutorial 5: Exploring representations of data, coding and robotics</td>
</tr>
</tbody>
</table>
Course Outline: EDU103 Integrating ICTs into Learning

Module 3  
Developing digital fluency  
Digital technologies process and production skills  
Safe, responsible and ethical use of ICT in the classroom  
Tutorial 6: Evaluating educational technology and integration strategies  
Tutorial 7: Communications, networks, the internet and the world wide web  
Tutorial 8: Creating digital solutions  
Online content: pre and post tutorial readings and interaction in online Discussion Board each week  
Set text readings

Module 4  
The Changing face of education  
Teaching online and blended learning ICT and assessment  
Tutorial 9: Instructional strategies for blended learning  
Tutorial 10: Assessment with ICT and of ICT  
Online content: pre and post tutorial readings and interaction in online Discussion Board each week  
Set text readings

Please note that the course activities may be subject to variation.

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

7.1 Prescribed text(s)

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

<table>
<thead>
<tr>
<th>Author</th>
<th>Year</th>
<th>Title</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fleer, M.</td>
<td>2016</td>
<td>Technologies for Children</td>
<td>Cambridge University Press, Melbourne</td>
</tr>
</tbody>
</table>

7.2 Required and recommended readings

Lists of required and recommended readings may be found for this course on its Blackboard site. These materials/ readings will assist you in preparing for tutorials and assignments, and will provide further information regarding particular aspects of your course.

7.3 Specific requirements

N/A

7.4 Risk management

There is minimal health and safety risk in this course. It is your responsibility to familiarise yourself with the Health and Safety policies and procedures applicable within campus areas.

8. How can I obtain help with my studies?

In the first instance you should contact your tutor, then the Course Coordinator. Additional assistance is available to all students through Peer Advisors and Academic Skills Advisors. You can drop in or book an appointment. To book: Tel: +61 7 5430 2890 or Email: studentcentral@usc.edu.au

9. Information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
Course Outline: EDU103 Integrating ICTs into Learning

- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability


10. General Enquiries

In person:
- **Sippy Downs** - Student Central, Ground Floor, Building C
- **USC SouthBank** - Student Central, Building B, Ground floor (level 1)
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Building A

Tel: +61 7 5430 2890
Email: studentcentral@usc.edu.au

11. Faculty 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):

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>National Professional Standards for Teachers (Graduate)</th>
</tr>
</thead>
</table>
| Task 1: Analysis of ICT pedagogy, content and personal action plan | 6.1 Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.  
6.2 Understand the relevant and appropriate sources of professional learning for teachers.  
6.4 Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning. |
| Task 2: Technologies for the Classroom | 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.  
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.  
4.1 Identify strategies to support inclusive student participation and engagement in classroom activities  
6.2 Understand the relevant and appropriate sources of professional learning for teachers |
| Task 3: Reflection on action plan       | 6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices  
6.4 Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning. |