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
   - 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. **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?**

<table>
<thead>
<tr>
<th>Specific Learning Outcomes</th>
<th>Assessment Tasks</th>
<th>Graduate Qualities or Professional Standards mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>On successful completion of this course you should be able to:</td>
<td>You will be assessed on the learning outcome in task/s:</td>
<td>Completing these tasks successfully will contribute to you becoming:</td>
</tr>
<tr>
<td>Identify and describe current and emerging technologies relevant to learning and teaching in primary schools</td>
<td>Task 1a &amp; 1b</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 1a &amp; 1c</td>
<td>Sustainability-focused. 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 1a, 1b &amp; 1c</td>
<td>Ethical. Sustainability-focused.</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 1a &amp; 1c</td>
<td>Sustainability-focused.</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 1c</td>
<td>Sustainability Focused</td>
</tr>
</tbody>
</table>

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 (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 – 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.

6.3 Assessment tasks

<table>
<thead>
<tr>
<th>Task No.</th>
<th>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>1a</td>
<td>Analysis of ICT pedagogy, content and personal action plans</td>
<td>Individual</td>
<td>20%</td>
<td>1000 words + action plan</td>
<td>Friday 5pm Week 4</td>
<td>BlackBoard (PebblePad)</td>
</tr>
<tr>
<td>1b</td>
<td>Technologies for the Classroom PD</td>
<td>Individual</td>
<td>40%</td>
<td>20 minute PD for ICT</td>
<td>Week 5 -9</td>
<td>In tutorial</td>
</tr>
<tr>
<td>1c</td>
<td>Reflection on PD delivery and action plans</td>
<td>Individual</td>
<td>40%</td>
<td>1000 words</td>
<td>Friday 5pm Week 10</td>
<td>BlackBoard (PebblePad)</td>
</tr>
</tbody>
</table>

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

**Goal:** 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

**Product:** Competence statement and action plans in PebblePad

**Format:** Provide an analysis of your competence in ICT pedagogy and content knowledge. Identify the Professional Development (PD) session you will be presenting for Assessment Task 1b and the weekly PD presented by your peers (Task 1b) which you will attend, to further develop your ICT knowledge and skills. You will need to formulate action plans which outline how you will plan for the research and delivery of your PD (Task 1b) and the identification of the PD that you will engage in during weeks 5 – 9. Your statement and action plans 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.
- Identify the 20 minute ICT PD you will be delivering for Assessment Task 1b
- Identify the weekly PD (Task 1b) delivered by your peers, which you will be attending for your own professional learning and other PD you plan to complete in weeks 5 -9
- Identify how you will grow your personal learning network

Your statement and action plans will need to be completed in the templates provided in a PebblePad workbook.

**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)
- Identification of the 20 minute ICT PD delivered for Assessment Task 1b
- Identification of the planned attendance at weekly PD (Task 1b) delivered by peers, and other PD planned for completion in weeks 5 -9
- Identification of plans to grow a personal learning network
- 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
**Assessment Task 1b: Technologies for the Classroom PD**

<table>
<thead>
<tr>
<th><strong>Goal:</strong></th>
<th>Identify and select ICTs for teaching and learning and prepare and deliver a 20 minute Professional Development session for peers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Product:</strong></td>
<td>20 minute ICT professional development for peers</td>
</tr>
<tr>
<td><strong>Format:</strong></td>
<td>In this task you will prepare and deliver a 20 minute ICT professional development (PD) to your peers on an ICT which can be used for teaching and learning in Primary School. A list of ICT you are able to present on 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. This lesson needs to be identified in your Assessment Task 1a action plan and your delivery of this lesson will be reflected on in Assessment Task 1c. The Professional Development will be delivered in tutorial.</td>
</tr>
</tbody>
</table>
| **Criteria:** | You will be assessed on:  
• Production and presentation of a 20 minute ICT Professional development session  
• Selection of ICTs and application to teaching and learning  
• Reference to Australian Professional Standards 1.3, 2.6, 3.4, 4.1 and 6.2  
• Written language appropriate for the format and audience that demonstrates a professional level of personal literacy skills |

**Assessment Task 1c: Reflection on PD delivery and action plans**

| **Goal:** | To reflect on PD delivery and action plans, and plan for ongoing professional development |
| **Product:** | Professional development reflection and report, including an ongoing development plan in PebblePad |
| **Format:** | Over the semester, you have presented a PD and attended PD delivered by your peers. Drawing on these experiences, feedback from peers on your delivery of Assessment Task 1b and the Action Plan you developed for Assessment Task 1a, you are now required to reflect on your PD delivery and report on the outcomes of your personal professional development including your engagement in the PD delivered by peers in Task 1b and other PD you completed during weeks 5 - 9. The report requires the following sections:  
A) Reflection on your PD session (Task 1b) and how it impacted on your TPACK  
B) Description of how attending PD delivered by peers assisted your own professional development and impacted on your TPACK  
C) Description of further development that you require in terms of ICT pedagogy and content knowledge and which areas of your TPACK this will strengthen  
D) A plan for how you intend to progress your understanding and proficiency in ICT to strengthen your TPACK over the next 12 months. Your reflection, report and action plan will need to be completed in the templates provided in a PebblePad workbook. |
| **Criteria:** | You will be assessed on:  
• Implementation of actions outlined in the Action Plans (Task 1a) and description of impact on TPACK  
• Justification of the selection of professional learning activities to strengthen TPACK in the future  
• Analysis and reflection on presenting an ICT PD and attending ICT PDs presented by peers  
• Application and reference relevant and up to date literature on TPACK, ICT across the curriculum and teacher professional learning  
• Written language appropriate for the format and audience that demonstrates a professional level of personal literacy skills |
7. **What are the course activities?**

7.1 **Directed study hours**
This course requires an overall time commitment of an average 12 hours of study per week. A blended learning approach is used to deliver this course. This course is delivered as a 2 hour lecture and 2 hour tutorial equivalent each week.

7.2 **Course content**

<table>
<thead>
<tr>
<th>Week # / Module #</th>
<th>What key concepts/content will I learn?</th>
</tr>
</thead>
</table>
| Module 1 Digital Pedagogy | Understanding learning in the digital age  
Australian Curriculum: Technologies  
Lecture 1: Exploring the theoretical underpinnings of digital pedagogy  
Lecture 2: Exploring the components of Technological Pedagogical Content Knowledge (TPACK) and the implications for learning  
Lecture 3: Approaches to professional learning that contribute towards sustainable practice |
| Module 2 Creative technologies and learning | Digital technologies knowledge and understanding  
Integrating educational technology into the curriculum  
Lecture 4: Exploring digital systems (software and hardware)  
Lecture 5: Exploring representations of data, coding and robotics |
| Module 3 Developing digital fluency | Digital technologies process and production skills  
Safe, responsible and ethical use of ICT in the classroom  
Lecture 6: Evaluating educational technology and integration strategies  
Lecture 7: Communications, networks, the internet and the world wide web  
Lecture 8: Creating digital solutions |
| Module 4 The Changing face of education | Teaching online and blended learning  
ICT and assessment  
Lecture 9: Instructional strategies for blended learning  
Lecture 10: Assessment with ICT and of ICT |

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:

<table>
<thead>
<tr>
<th>Author</th>
<th>Year</th>
<th>Title</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albion, P., Campbell, C., &amp; Jobling, W.</td>
<td>2018</td>
<td>Technologies education for the primary years</td>
<td>Cengage</td>
</tr>
</tbody>
</table>

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 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, 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 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 1a: Analysis of ICT pedagogy, content and personal action plans | 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 1b: Technologies for the Classroom PD | 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 1c: Reflection on PD delivery and action plans | 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. |