



COURSE OUTLINE

EDU780 Teaching Technologies: Curriculum and Pedagogy

Course Coordinator: Natalie McMaster (nmcma@usc.edu.au) **School:** School of Education and Tertiary Access

2021 | Semester 2

USC Sunshine 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 introduces you to the technologies discipline area and ICT across the curriculum. You will evaluate traditional, contemporary and emerging technologies for teaching and learning with primary students. You will engage in critical and creative thinking, including understanding interrelationships in systems when solving complex problems. You will make informed and ethical decisions about the role, impact and use of technologies in the economy, environment and society for a sustainable future.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ON CAMPUS			
Tutorial/Workshop 1 – Hands on activities	2hrs	Week 1	10 times
Lecture – Online materials and lecture	2hrs	Week 1	10 times

1.3. Course Topics

- Design and Technologies Curriculum
- Technology and society
- Engineering principles and systems
- Food and fibre production and food specialisations
- Materials and technologies specialisation
- Design solutions
- Digital Technologies
- Digital systems
- Representation of data
- Cybersafety and ethical issues
- Digital communications

2. What level is this course?

700 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

3. What is the unit value of this course?

6 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
<p>1 Demonstrate implementation of effective learning within Design and Technologies and Digital Technologies for primary schools by critically evaluating learning theories, teaching frameworks, Australian Curriculum content, pedagogy and resources in a cross-curriculum capacity. Analyse and reflect on ethical and personal teaching knowledge and skills.</p>	<p>Knowledgeable Ethical</p>	<p>1.1 - Physical, social and intellectual development and characteristics of students 1.2 - Understand how students learn 3.6 - Evaluate and improve teaching programs 4.5 - Use ICT safely, responsibly and ethically 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 7.4 - Engage with professional teaching networks and broader communities</p>
<p>2 Implement teaching strategies and learning activities in the Technologies and ICT discipline areas for early childhood and primary school students that incorporates literacy, numeracy, legislative, administrative and ethical considerations.</p>	<p>Knowledgeable Creative and critical thinker</p>	<p>2.1 - Content and teaching strategies of the teaching area 2.2 - Content selection and organisation 2.3 - Curriculum, assessment and reporting 2.4 - Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians 2.5 - Literacy and numeracy strategies 2.6 - Information and Communication Technology (ICT) 3.1 - Establish challenging learning goals 3.2 - Plan, structure and sequence learning programs 3.3 - Use teaching strategies 3.4 - Select and use resources 3.5 - Use effective classroom communication 3.6 - Evaluate and improve teaching programs 3.7 - Engage parents / carers in the educative process</p>

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 ED707

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

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

Not applicable

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

Students will be provided academic progress feedback during the first third of the teaching semester. This feedback will be provided during the tutorials through group and individual discussion activities up to the delivery of the first assessment task.

The tasks in the course will be completed with a focus on your chosen specialisation and other integrated components as required by the Course Coordinator.

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	Quiz/zes	Individual	45%	3 x online quizzes on Friday in weeks 4, 8 and 10	Refer to Format	Online Test (Quiz)
All	2	Artefact - Professional, and Written Piece	Group	55%	4-6 hour sequence of lessons written on approved unit or lesson plan template. Written rationale 2000 words	Week 11	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Online Quizzes

GOAL:	To critically evaluate learning theories, best practice frameworks, knowledge of the Australian curriculum: Technologies content, pedagogy and resources. The goal of this task is to reflect on the online content and recommended readings presented in the course materials on Blackboard and tutorials for Weeks 1 – 10.
PRODUCT:	Quiz/zes
FORMAT:	In the online quizzes you will critically evaluate learning theories, teaching frameworks, Australian Curriculum content, pedagogy and resources which employ best practice technology use in a cross-curriculum capacity, while reflecting on ethical and personal teaching knowledge and skills. You are required to answer quiz questions on the online content and recommended readings presented in the course materials on Blackboard and tutorials for Weeks 1 – 10. Online quizzes on Friday weeks 4, 8 and 10

CRITERIA:	No.	Learning Outcome assessed
	1	Applied knowledge of the concepts, substance and structure of the Australian Curriculum: Technologies. 1
	2	Analysis of the essential curriculum links within and between the Australian Curriculum: Technologies. 1
	3	Critically analyse and interpret cyber safety/cyber ethics in relation to teaching and learning 2
	4	Apply the SAMR model to justify use of technology in teaching and learning 2
	5	Reflect on personal knowledge of teaching strategies, curriculum and use of appropriate resources to case studies related to teaching Technologies curriculum 2

All - Assessment Task 2: Teaching and Learning Sequence of Lessons with Rationale*

GOAL:	The goal of this task is to demonstrate knowledge of the Australian Curriculum: Design and Technologies subject, and technological, pedagogical and content knowledge, through creation of a Design Challenge sequence of lessons for primary school students, based on the Design Process. .	
PRODUCT:	Artefact - Professional, and Written Piece	
FORMAT:	<p>Your group will be assigned a technologies topic and context for the design challenge.</p> <p>You and your partner are to design and develop a written 4-6 day (4-6 hour) sequence of lessons, appropriate to a primary school-year level of your choice from Prep to Year 6. The teaching sequence is to derive from the Design and Technologies subject of the Australian Curriculum: Technologies and integrate with other curriculum areas, including ICT as a general capability. The sequence of lessons will use a problem-based learning approach whereby, the primary school-aged students collaboratively apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan, produce and evaluate designed solutions for an identified authentic need. Consideration should be given to appropriateness and authenticity to the age group, collaboration between the students, lesson sequence and appropriate alignment between the curriculum outcomes, lesson's objective(s) and the assessment(s). Consideration should also be given to curriculum alignment, cross curriculum priorities and any general capabilities that are met with the design challenge activity, including literacy and numeracy in your specialisation learning area.</p>	
CRITERIA:	No.	Learning Outcome assessed
	1	Applied knowledge and understanding of the Technologies curriculum including alignment of lesson objectives and assessment. 1
	2	Sequenced innovative Design Challenge, underpinned by the SAMR model, for students in primary school to engage in problem-based learning. 2
	3	Demonstration of age-appropriate pedagogy. 2
	4	Demonstrate written communication skills and academic literacies including English expression grammar, spelling, punctuation, APA referencing conventions. Group collaboration and individual effort. 1

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
Required	McMaster, N	2019	Teaching Health and Physical Education in Early childhood and the primary years	Oxford University Press

8.2. Specific requirements

It is the students' responsibility to attend classes and keep up with the course readings and other preparatory activities. Any equipment required for the tutorial presentation is up to the student to source.

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.

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 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 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