

Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	TEACHING AND LEARNING WITH DIGITAL TECHNOLOGIES
Unit ID:	EDBED1015
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	(EDBED1001 and EDBED1010)
ASCED:	070103

Description of the Unit:

This unit aims to explore emerging communication and design technologies and develop an understanding of the role of digital technologies (ICT) in the professional work of teachers. It will examine how emerging technologies can reform and restructure teaching and learning. Pre service teachers will develop capabilities in understanding how ICT is associated with information access and management; information creation and presentation; problem solving; decision-making; communication; creative expression; empirical reasoning; and how these meet the AITSL standards. Students develop knowledge, skills and dispositions around ICT and the ability to transfer these across diverse environments, applications and pedagogical contexts. They will be exposed to the diversity and interconnectedness of ICT, including mobile technologies, social networking and emerging innovative and creative technologies.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment.

CourseLevel:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	✓	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	■	■	■	■

Learning Outcomes:

Knowledge:

- K1.** Examine and evaluate contemporary teaching strategies that engage students in learning, using current curriculum frameworks.
- K2.** Investigate and develop understanding/s of the relationships between design, creativity and technology (Design and Technologies, Digital Technologies).
- K3.** Identify innovative forms of Information and Communication Technology (ICT) used in schools and communities
- K4.** Explore the emerging trends in ICTs for learning and teaching locally and globally.
- K5.** Contextualise, analyse and respond to pedagogy that incorporates current and future ICTs, including mobile technology, social networking, virtual conferencing, and virtual learning spaces..
- K6.** Examine the safe and ethical use of ICTs in learning and teaching.

Skills:

- S1.** Incorporate new forms of ICT/Digital Technologies to support the implementation of teaching strategies to expand curriculum learning opportunities for students.
- S2.** Research the role of contemporary technologies in the 21st Century including the safe and ethical use of ICTs.
- S3.** Develop appropriate communication skills using ICTs.

Application of knowledge and skills:

- A1.** Apply knowledge of how ICT/Digital Technologies can enhance and expand teaching and learning opportunities in the classroom.
- A2.** Consider and articulate an understanding of ethical social responsibility, relevant issues and strategies to support safe and responsible use of ICT in a learning and teaching environment.
- A3.** Identify effective teaching and learning strategies using ICT/Digital Technologies.

Unit Content:

Topics will include:

- How ICTs are used to expand curriculum learning opportunities for students
- Policies and curriculum frameworks associated with ICTs in education settings
- Integrative and thematic approaches to incorporating Digital Technologies into the classroom
- Evaluation of ICTs for use in teaching and learning
- Diverse interpretations of technology, its relationship with creativity and knowledge dissemination
- Issues associated with children`s use of ICT, including social networks, web surfing and virtual online environments
- The role of the teacher, families and communities in regards to issues and the strategies available to support the safe and ethical use of ICT in learning and teaching
- Personal and professional responsibilities relating to safe and ethical use of ICTs
- Investigative design and production skills and knowledge required for the analysis, planning and delivery

of lessons

- Communication with families using a range of current and emerging technologies
- Pedagogical approaches that utilise digital technologies for powerful learning. to expand curriculum learning opportunities for students

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, interact and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <ul style="list-style-type: none"> • Using effective verbal and non-verbal communication • Listening for meaning and influencing via active listening • Showing empathy for others • Negotiating and demonstrating conflict resolution skills • Working respectfully in cross-cultural and diverse teams. 	S3	AT1
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> • Creating a collegial environment • Showing self-awareness and the ability to self-reflect • Inspiring and convincing others • Making informed decisions • Displaying initiative 	N/A	N/A
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> • Reflecting critically • Evaluating ideas, concepts and information • Considering alternative perspectives to refine ideas • Challenging conventional thinking to clarify concepts • Forming creative solutions in problem solving 	K1, K2, K3, A1, S1	AT2
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> • Finding, evaluating, managing, curating, organising and sharing digital information • Collating, managing, accessing and using digital data securely • Receiving and responding to messages in a range of digital media • Contributing actively to digital teams and working groups • Participating in and benefiting from digital learning opportunities 	K1, K2, K3, K4, K5, K6, S1, S2, S3, A1, A2, A3	AT1, AT2

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> • Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts • Committing to social responsibility as a professional and a citizen • Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Embracing lifelong, life-wide and life-deep learning to be open to diverse others • Implementing required actions to foster sustainability in their professional and personal life. 	A2, K6	AT1

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K2, K3, K5, K6, S1, S2, S3, A1, A2; APST's 1.2, 2.6, 3.4, 4.4, 4.5	Research and create a digital presentation for families on the safe use of ICTs/Digital Technologies for children	Digital presentation	30-40%
K1, K2, K3, K4, K5, S1, S2, A1, A3; APST's 2.6, 3.4	Identify and evaluate the ways ICT applications are currently used in schools or early childhood settings, making connections to the current curriculum and contemporary teaching practices in local and global contexts.	ePortfolio	60-70%

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MICS Mapping has been undertaken for this Unit No

Date:

Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)