Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	INFORMATION TECHNOLOGY CURRICULUM 1
Unit ID:	EDBED3033
Credit Points:	15.00
Prerequisite(s):	(Pass in 3 IT Units)
Co-requisite(s):	Nil
Exclusion(s):	(EDDDE3012)
ASCED:	070301

Description of the Unit:

This unit is the first in a sequence of two that is designed to enable undergraduate pre-service teachers to develop critical understandings of the importance of information technologies in relation to school curriculum policies and frameworks in secondary school Year 7 to 10 contexts. It will enable pre-service teachers to utilise information technology in a range of learning settings. They will design curriculum and examine and implement a range of teaching approaches deriving from emerging technologies. Pre-service teachers will develop their understandings of ethical and social issues involved in using ICT in schools and be able to evaluate the place of Information Technology curriculum in different school contexts.

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.

Course Level:

Level of Unit in Course	AQF Level of Course					
	5	**6**	**7**	**8**	**9**	**10**
Introductory						
Intermediate						
Advanced			✔			

Learning Outcomes:

Knowledge:

K1. Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies relevant to teaching Information Technology in years 7-10

K2. Examine the implications of using Information Technology in a range of learning settings.

K3. Analyse ethical, social and political issues related to the use of technology.

K4. Explore how literacy and numeracy can be developed in Information Technology education.

K5. Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.

Skills:

S1. Design units of work and assessment approaches incorporating information technologies in line with current curriculum for students in secondary school settings.

S2. Employ a repertoire of approaches to ensure positive learning outcomes for students using new technologies.

S3. Model and articulate problem-solving approaches when using information technologies.

S4. Examine strategies to enable the development of Information Technology planning in schools.

S5. Apply literacy and numeracy teaching strategies in the Information Technology area.

Application of knowledge and skills:

A1. Design a curriculum unit applying planning skills, content knowledge, pedagogical understandings, technologies, assessment strategies and policy knowledge.

A2. Participate in regular online forums demonstrating understandings of issues related to information technology and related curriculum policies and share new learning and resources with others.

A3. Practical demonstration of an ICT learning experience to peers.

Unit Content:

Topics to be covered

- The Information Technology revolution and its impact on learning, teaching and assessment.
- The role of Information Technology across secondary school Year 7 10 curriculum.
- Explore the concepts, substance and structure of content of ICT curriculum.
- Explore relevant issues and the strategies available to support the safe and ethical use of ICT in learning and teaching.
- Issues associated with the implementation of Information Technology in the curriculum.
- Selecting a range of resources including applications for use in Information Technology classrooms.
- Designing and implementing solutions to Information Technology problems.
- Uses of Information Technology in a range of contemporary social, economic and political contexts.
- Developing effective classroom environments to support the effective teaching and learning of Information Technology for all students.

- Knowledge and understanding of digital literacy and numeracy teaching strategies.
- Examining curriculum designs and assessment approaches in contemporary policies and frameworks as well as school experiences.
- Skill acquisition across a range of contemporary Information Technology applications.

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5 S1, S2, S3, S4, S5 A1 APST 2.1, 2.2, 2.3, 2.5, 2.6, 3.1 3.2, 3.3, 3.4, 4.1, 4.2 5.1.	Using current curriculum, plan Information Technology learning sequences for students in Years 7 10. Include a range of assessment strategies.	Information Technology curriculum planning Task	20-30%
K1, K2, K3 K5, S2, S3, S4 A2 APST 2.1, 3.4, 3.2, 3.3. 3.4 4.5	Regular submissions and participation in online discussion forums, demonstrating knowledge of a range of resources and teaching strategies that engage students in their learning.	Critical reflection of experiences as learner and teacher, supported by readings, workshop and lecture material	30-40%
K1, K5 S2, S3, S4, A3 APST 2.1, 2.5, 2.6, 3.2, 3.3, 3.4.	Plan an ICT learning experience which can be delivered in an online environment or as a professional development session in class, focusing on theoretical concepts and practical application	Information Technology practical demonstration	30-40%

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

Professional Standards / Competencies:

Australian Professional Standards for Teachers (AITSL) - Graduate Teacher: Initial

Attribute	Assessed	Level
Professional Knowledge		
2. Know the content and how to teach it		
2.1 Content and teaching strategies of the teaching area Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	Yes	Advanced
2.2 Content selection and organisation Organise content into an effective learning and teaching sequence.	Yes	Advanced
2.3 Curriculum, assessment and reporting Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	Yes	Advanced
2.5 Literacy and numeracy strategies Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	Yes	Advanced
2.6 Information and Communication Technology (ICT) Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	Yes	Advanced
Professional Practice		
3. Plan for and implement effective teaching and learning		
3.1 Establish challenging learning goals Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	Yes	Advanced
3.2 Plan, structure and sequence learning programs Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	Yes	Advanced
3.3 Use teaching strategies Include a range of teaching strategies.	Yes	Advanced
3.4 Select and use resources Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	Yes	Advanced
4. Create and maintain supportive and safe learning environments		

4.1 Support student participation Identify strategies to support inclusive student participation and engagement in classroom activities.	Yes	Advanced
4.2 Manage classroom activities Demonstrate the capacity to organise classroom activities and provide clear directions.	Yes	Advanced
4.5 Use ICT safely, responsibly and ethically Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	Yes	Advanced

5. Assess, provide feedback and report on student learning

5.1 Assess student learning Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	Yes	Advanced