

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 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:

No work experience

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.** Examine critical understandings of the importance of information technologies in relation to school curriculum policies and frameworks in secondary school Year 7 - 10 contexts.
- K2.** Demonstrate understandings about 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.** Understand how literacy and numeracy can be developed in Information Technology education.

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 how to use worked examples to introduce students to new problem solving concepts followed by the inclusion of more challenging problem solving approaches as students become more familiar with the subject.
- 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.** Regular submissions and participation in online discussion forums, demonstrating knowledge of a range of resources and teaching strategies that engage students in learning and critical reflection upon readings.
- A2.** Using current curriculum, plan and deliver 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. Include a range of assessment strategies.

Unit Content:

The Information Technology revolution and its impact on learning, teaching and assessment. The role of Information Technology across secondary school Year 7 - 10 curriculum.

Strategies that support the safe and ethical use of ICT in learning and teaching.

Issues associated with the implementation of Information Technology in the curriculum.

Selecting 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.

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.

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, inter-act 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. 	Not applicable	Not applicable
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 	Not applicable	Not applicable
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. 	Not applicable	Not applicable

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
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. 	Not applicable	Not applicable
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. 	Not applicable	Not applicable

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, S2, S3, S4, A2	Fortnightly submissions in, demonstrating knowledge of a range of resources and teaching strategies that engage students in learning and critically reflecting upon students experiences as a learner and teacher.	Reflective Journal	20-30%
K1, K2, K3, K4, S1, S2, S3, S4, S5, A1	Using current curriculum, plan and deliver 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. Include a range of assessment strategies.	Information Technology curriculum plan and practical demonstration	70-80%

Adopted Reference Style:

APA ()

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

Fed Cite - [referencing tool](#)