Course Outline (Higher Education)

School:	School of Education
Course Title:	TECHNOLOGY AND COMMUNICATION FOR AND WITH DIVERSE LEARNERS
Course ID:	EDBED3116
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070113

Description of the Course:

This course explores a range of ICT software and hardware and the ways in which it can be used in the classroom. Graduates will actively engage in the use of ICT to develop knowledge and understanding of its multiple uses. ICT will be investigated as both a planning and a communication tool for diverse learners including children with dis/ability. Specific augmentative and adaptive communication technologies will be used to create learning programs and assessment tasks. A range of technologies, programs and apps will be examined for planning and delivering inclusive classroom programs. Students will review appropriate ICT approaches for embedding into classroom practice.

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

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Placement Component: No

Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory						
Intermediate						
Advanced			✔			

Learning Outcomes:

Knowledge:

K1. Recognise and reflect on the interplay between ICT, curriculum development and implementation

K2. Build basic understanding of the range of software and hardware available for use in an inclusive classroom

K3. Consider the importance of individualising technology and communication devices

Skills:

S1. Examine and explore programs and apps for curriculum development

S2. Identify and explore technologies for assessment

S3. Respond to communication needs of children with dis/ability

Application of knowledge and skills:

A1. Design assessment tasks that use inclusive technologies

A2. Develop ICT based interactive programs that are accessible for all students

A3. Create, adapt and sustain ICT into daily aspects of classroom management

Course Content:

- Facilitated communication and augmentative communication approaches
- Program development through the use of interactive whiteboards, iPads and other assistive technologies
- Basic technology use for everyday work and assessment
- ICT experience in soft/ hardware for use in planning and implementing learning programs
- Individualising access to technologies for supporting children with dis/abilities
- Communication assistance for creating effective assessment opportunities
- Inclusive classroom strategies that involve the use of ICT to create routines and learning opportunities

Values:

V1. Appreciate the right to access education in through a multi-modal approach that is inclusive of all students.
Value a range of communication techniques and embrace comprehensive teaching strategies.

Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the Higher Education Graduate Attributes Policy (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	S3, A1	AT2
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	S2, A1, A2	AT1
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K3, A2	AT2
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K2, S3, A2	AT1, AT2
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	N/A	N/A

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, S1, S2, A2, A3 APST 2.6, 3.4, 4.1, 4.5	Develop a classroom routine that embeds ICT Inclusive teaching strategies should be documented and linked to a range of technologies within the Australian Curriculum.	Presentation	40-60%
K1. K3, S1, S3, A1, A2 APST 2.6, 4.1, 4.5, 5.1	Create an assessment tool that uses technology to demonstrate student ability. Critically reflect on its importance in the curriculum and how it links to supporting individual communication skills.	Interactive online assessment tool	40-60%

Adopted Reference Style:

APA

Refer to the library website for more information

Fed Cite - referencing tool