Course Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Course Title:	DIGITAL TECHNOLOGY AND COMMUNICATION FOR AND WITH DIVERSE LEARNERS
Course ID:	EDBED3120
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	(EDBED3116)
ASCED:	070113

Description of the Course:

This course explores a range of digital technology including software and hardware and the ways in which it can be used in the classroom. PSTs will actively engage in the use of digital technology to develop knowledge and understanding of its multiple uses. PSTs will use evidence-based frameworks to investigate and evaluate digital technologies as both a planning and a communication tool for diverse learners including children with dis/ability. Drawing on contemporary and existing frameworks, PSTs will examine effective and sustainable ways of embedding digital technologies in the classroom.

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

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

Program Level:

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

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

Learning Outcomes:

Knowledge:

K1. Build understanding of the range of software and hardware available for use in an inclusive classroom and curriculum connections.

K2. Explore a range of evaluative frameworks (e.g. SMAR and SETT) to identify ways of implementing effective digital technologies in the classroom.

K3. Identify ways of using digital technology to expand curriculum learning opportunities.

Skills:

S1. Examine and explore specific features of programs and apps for curriculum development that support participation and engagement.

S2. Explore ethical and responsible use of digital technology to ensure student safety in the digital classroom.

S3. Identify and explore assistive features and add-ons in digital technology for supporting students.

S4. Recognise connections between inclusive pedagogies (e.g. Universal Design for Learning) and the use of digital technology to support communication and representation of knowledge.

Application of knowledge and skills:

A1. Evaluate digital technologies and their relevance for supporting and improving student learning

A2. Create, adapt and show sustainable use of digital technology into daily aspects of student learning and classroom management.

Course Content:

- Facilitated communication and augmentative communication approaches.
- Examples of hard/software for supporting learning and engagement in the classroom.
- Individualising access to technologies for supporting children with dis/abilities.
- Assistive features and accessible digital technologies for creating effective learning opportunities.
- Inclusive classroom strategies that involve the use of digital technology to create routines and learning opportunities.

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**ttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are be 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 course, and all must be directly assessed in each program.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the course	
		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: • 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: • 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: • 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	K2, K3, S2, S3, A1	AT1, 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: • 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, K3, S2, A2	AT1, AT2
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: • 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, S1, S2, A1, APST 2.6, 3.4	Critically evaluate (using existing evidence-based frameworks) software to expand curriculum and support student learning	Critical evaluation and review	40-60%
K1. S1, S2, S3, A2 APST 2.6, 3.6, 4.1, 4.5	Apply principles of reasonable adjustments through embedding technology in the classroom by designing learning program for students.	Applied learning task	40-60%

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		
2.6 Information and Communication Technology (ICT) Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	Yes	Intermediate
Professional Practice		
3. Plan for and implement effective teaching and learning		
3.4 Select and use resources Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	Yes	Intermediate
3.6 Evaluate and improve teaching programs Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	Yes	Intermediate
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	Intermediate
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	Intermediate