

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Education, Arts & Community
<b>Unit Title:</b>	Digital Technology and Communication for and with Diverse Learners
<b>Unit ID:</b>	EDBED3120
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(EDBED3116)
<b>ASCED:</b>	070113

## Description of the Unit:

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

**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.** 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.

#### Unit 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**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"> <li>Using effective verbal and non-verbal communication</li> <li>Listening for meaning and influencing via active listening</li> <li>Showing empathy for others</li> <li>Negotiating and demonstrating conflict resolution skills</li> <li>Working respectfully in cross-cultural and diverse teams.</li> </ul>	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"> <li>Creating a collegial environment</li> <li>Showing self-awareness and the ability to self-reflect</li> <li>Inspiring and convincing others</li> <li>Making informed decisions</li> <li>Displaying initiative</li> </ul>	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"> <li>Reflecting critically</li> <li>Evaluating ideas, concepts and information</li> <li>Considering alternative perspectives to refine ideas</li> <li>Challenging conventional thinking to clarify concepts</li> <li>Forming creative solutions in problem solving.</li> </ul>	Not applicable	Not applicable
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"> <li>Finding, evaluating, managing, curating, organising and sharing digital information</li> <li>Collating, managing, accessing and using digital data securely</li> <li>Receiving and responding to messages in a range of digital media</li> <li>Contributing actively to digital teams and working groups</li> <li>Participating in and benefiting from digital learning opportunities.</li> </ul>	Not applicable	Not applicable

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"> <li>• Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts</li> <li>• Committing to social responsibility as a professional and a citizen</li> <li>• Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>• Embracing lifelong, life-wide and life-deep learning to be open to diverse others</li> <li>• Implementing required actions to foster sustainability in their professional and personal life.</li> </ul>	Not applicable	Not applicable

#### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S2, A1	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, S4, A2	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](#)