



Course Outline (Higher Education)

School:	School of Education
Course Title:	INFORMATION TECHNOLOGY CURRICULUM 2
Course ID:	EDBED3133
Credit Points:	15.00
Prerequisite(s):	(EDBED3033)
Co-requisite(s):	Nil
Exclusion(s):	(EDBED3024 and EDDDE3112)
ASCED:	070301

Description of the Course :

This course follows on from Information Technology Curriculum 1 focusing on curriculum and pedagogy in the Information Technology specialist teaching area for undergraduate Pre-Service Teachers. This course is designed to enable pre-service teachers to become well-informed, capable teachers of Information Technology. They will develop understandings of contemporary curriculum guidelines and policy documents relevant to secondary schooling. They will develop critical understandings of the place and use of information technologies in schools and be able to examine, through research, issues related to effective learning, pedagogy and assessment.

Grade Scheme: Graded (HD, D, C, etc.)

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

Knowledge:

- K1.** Understand school practices in relation to technology as well as Information Technology Curriculum in the secondary years.
- K2.** Demonstrate well developed understandings of contemporary curriculum frameworks and policy documents.
- K3.** Demonstrate a working knowledge of the current Technology curriculum across the secondary years.
- K4.** Demonstrate critical understandings of ethical, social and political issues related to the use of technology.
- K5.** Demonstrate the capacity to enable students to utilise Information Technology in a range of learning settings.
- K6.** Understand how literacy and numeracy can be developed in Information Technology education.

Skills:

- S1.** Design units of work and assessment approaches in line with current curriculum guidelines for students in secondary school settings.
- S2.** Demonstrate and continually develop a repertoire of approaches to ensure positive learning outcomes for students using new technologies.
- S3.** Model and articulate problem-solving approaches.
- S4.** Demonstrate and develop 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 and plan Information Technology learning sequences using the curriculum policies for senior secondary students.
- A2.** Present a critical evaluation of information technology support resources.
- A3.** Present a technology lesson including rationale, resources, lesson plan, evaluation and links to theory.

Course Content:

Topics to be covered

- The Information Technology revolution and its impact on learning and teaching.
- The role of Information Technology across the secondary school curriculum.
- Ethical and safe practices with Information Technology.
- 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 settings.
- 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.

Values:

- V1.** Explore the ethical and social issues involved in using and working with ICT.

V2. Evaluate the place of Information Technology curriculum in different school systems.

V3. Open to change and critical and creative thinking.

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)	Code A. Direct B. Indirect N/A Not addressed	Assessment task (AT#)	Code A. Certain B. Likely C. Possible N/A Not likely
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.	S1, A1	A	AT1	A
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.	S3, A2	A	AT2	A
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.	K4	A	AT1	B
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.	K5, A3	A	AT3	B
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.	K1, A1	B	AT1	B

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, K4 S1, S3, S5 A1 APST 2.1, 2.2, 2.3, 2.5, 2.6, 3.1 3.2, 3.3, 3.4, 5.1.	Design and develop Information Technology learning sequences using current curriculum policies for secondary students .The program will incorporate mobile technology, assessment strategies, approaches catering for diverse learners and consider 21st century modes of teaching and learning practice	Curriculum Design	40-60%
K1, K2, K3, K6; S2, S3, S4; A2 APST 2.1, 3.4, 3.2, 3.3.	Regular submissions and participation in online discussion forums which identify growth as a developing teacher and critically evaluates information technology teaching and learning resources. These submissions will include classroom observations, lesson plans, reflection on lessons, research into the development of key teaching strategies that engage students in their learning.	Critical reflection of experiences as learner and teacher.	20-40%
K1, K5; S2, S3, S4, A3 APST 2.1, 2.5, 2.6, 3.2, 3.3, 3.4, 4.1, 4.2.	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.	Performance Assessment	20-40%

Adopted Reference Style:

APA

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
3.5 Use effective classroom communication Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	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

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