Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	Information Technology Curriculum 2
Unit ID:	EDDDE3112
Credit Points:	15.00
Prerequisite(s):	(EDBED3033 or EDDDE3012)
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070301

Description of the Unit:

This unit follows on from Information Technology Curriculum 1 focusing on curriculum and pedagogy in the Information Technology specialist teaching area, including VCE 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 for 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, 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. Understand school practices in relation to technology as well as Information Technology Curriculum in the secondary years of schooling.

K2. Critically interrogate contemporary curriculum frameworks and policy documents.

K3. Demonstrate a working knowledge of the Technologies: Digital Technologies.

K4. Identify ethical, social and political issues related to the use of technology.

K5. Analyse strategies 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 including VCE 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, including VCE planning in schools.

S5. Apply literacy and numeracy teaching strategies in the Information Technology area.

Application of knowledge and skills:

A1. Design, plan and articulate justification for Information Technology learning sequences using the curriculum policies, including VCE, for secondary students, with reference to relevant theory.

A2. Critically examine and evaluate Information Technology support resources.

Unit Content:

- The Information Technology revolution and its impact on learning and teaching.
- The role of Information Technology across secondary school curriculum, including VCE. Ethical and safe practices with Information Technology.
- Issues associated with the implementation of Information Technology, including VCE 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

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 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: • 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.	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: • 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 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: • 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, K4, K6, S2, S3, S4, S5, A1, A2	Critically evaluate information technology resources to be developed as a web site, interactive multimedia presentation or in another appropriate digital format.	Multimedia Presentation	40-60%
K1, K2, K3, K4, K5, K6, S1, S2, S3, S4, S5, A1, A2	Design, plan and deliver a technology lesson individually or in small groups. Critically examine teaching and learning issues relating to information technology	Practical demonstration of a technology lesson and participatory activities.	40-60%

Adopted Reference Style:

APA ()

Refer to the library website for more information

Fed Cite - referencing tool