

Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	INFORMATION TECHNOLOGY CURRICULUM 1
Unit ID:	EDMAS6012
Credit Points:	15.00
Prerequisite(s):	(Undergraduate Study in Appropriate Degree)
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070105

Description of the Unit:

This course is the first in a sequence of two designed to enable postgraduate pre-service teachers to develop critical understandings of the importance of information technologies in relation to school curriculum policies and frameworks in secondary school Year 7 to 10 contexts. It will enable pre-service teachers to utilise information technology in a range of learning settings. They will design curriculum and examine and implement a range of teaching approaches deriving from emerging technologies. Pre-service teachers will develop their understandings of ethical and social issues involved in using ICT in schools and be able to evaluate the place of Information Technology curriculum in different school contexts.

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

Work Experience:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

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.** Examine critical understandings of the importance of information technologies in relation to school curriculum policies and frameworks in secondary school Year 7 - 10 contexts.
- K2.** Demonstrate understandings about the implications of using Information Technology in a range of learning settings.
- K3.** Analyse ethical, social and political issues related to the use of technology.
- K4.** Understand how literacy and numeracy can be developed in Information Technology education.

Skills:

- S1.** Design units of work and assessment approaches incorporating information technologies in line with current curriculum for students in secondary school settings.
- S2.** Employ a repertoire of approaches to ensure positive learning outcomes for students using new technologies.
- S3.** Model and articulate problem-solving approaches when using information technologies.
- S4.** Examine 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.** Regular submissions and participation in online discussion forums, demonstrating knowledge of a range of resources and teaching strategies that engage students in learning and critical reflection upon readings.
- A2.** Using current curriculum, 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. Include a range of assessment strategies.

Unit Content:

- The Information Technology revolution and its impact on learning, teaching and assessment. The role of Information Technology across secondary school Year 7 - 10 curriculum.
- Strategies that support the safe and ethical use of ICT in learning and teaching.
- 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 contexts.
- 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**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 at this level will demonstrate an advanced ability in a range of contexts to effectively communicate, interact and work with others both individually and in groups. Students will be required to display high level skills in-person and/or online in: <ul style="list-style-type: none"> • Using and demonstrating a high level of verbal and non-verbal communication • Demonstrating a mastery of listening for meaning and influencing via active listening • Demonstrating and showing empathy for others • High order skills in negotiating and conflict resolution skills • Demonstrating mastery of working respectfully in cross-cultural and diverse teams. 	S3, S5 A2, A3	AT1
FEDTASK 2 Leadership	Students at this level will demonstrate a mastery in professional skills and behaviours in leading others. <ul style="list-style-type: none"> • Creating and sustaining a collegial environment • Demonstrating a high level of self-awareness and the ability to self-reflect and justify decisions • Inspiring and initiating opportunities to lead others • Making informed professional decisions • Demonstrating initiative in new professional situations 	S2, S4 A1, A3	AT2
FEDTASK 3 Critical Thinking and Creativity	Students at this level will demonstrate high level skills in working 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"> • Reflecting critically to generate and consider complex ideas and concepts at an abstract level • Analysing complex and abstract ideas, concepts and information • Communicate alternative perspectives to justify complex ideas • Demonstrate a mastery of challenging conventional thinking to clarify complex concepts • Forming creative solutions in problem solving to new situations for further learning 	K1, K2, K4 S3 A1	AT1, AT2

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 4 Digital Literacy	Students at this level will demonstrate the ability to work competently across a wide 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"> • Mastering, exploring, evaluating, managing, curating, organising and sharing digital information professionally • Collating, managing complex data, accessing and using digital data securely • Receiving and responding professionally to messages in a range of professional digital media • Contributing competently and professionally to digital teams and working groups • Participating at a high level in digital learning opportunities 	K2, K4 S1, S2, S4, S5 A1, A3	AT1, AT2
FEDTASK 5 sustainable and Ethical Mindset	Students at this level will demonstrate a mastery of considering and assessing the consequences and impact of ideas and actions in enacting professional ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> • Demonstrate informed judgment making that considers the impact of devising complex solutions in ambiguous global economic environmental and societal contexts • Professionally committing to the promulgation of social responsibility • Demonstrate the ability to evaluate ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Communicating lifelong, life-wide and life-deep learning to be open to the diverse professional others • Generating, leading and implementing required actions to foster sustainability in their professional and personal life. 	K2, K3 A1	AT1, AT2

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3 S2, S3, S4, A2, APST 2.1, 3.4, 3.2, 3.3, 4.5	Fortnightly submissions in, demonstrating knowledge of a range of resources and teaching strategies that engage students in learning and critically reflecting upon students experiences as a learner and teacher.	Reflective Journal	20 - 30%
K1, K2, K3, S1, S2, S3, S4, S5, A1, A3 APST 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 5.1	Using current curriculum, 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. Include a range of assessment strategies.	Information Technology curriculum plan and practical demonstration	70 - 80%

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry

4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MICS Mapping has been undertaken for this Unit No

Date:

Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)