

Course Outline (Higher Education)

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| School: | School of Education |
| Course Title: | INFORMATION TECHNOLOGY CURRICULUM 1 |
| Course ID: | EDMAS6012 |
| Credit Points: | 15.00 |
| Prerequisite(s): | (Undergraduate Study in Appropriate Degree) |
| Co-requisite(s): | Nil |
| Exclusion(s): | Nil |
| ASCED Code: | 070301 |

Description of the Course :

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, etc.)

Placement Component: No

Program Level:

| AQF Level of Program | | | | | | |
|----------------------|---|---|---|---|---|----|
| | 5 | 6 | 7 | 8 | 9 | 10 |
| Level | | | | | | |
| 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.

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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.** Design a curriculum unit applying planning skills, content knowledge, pedagogical understandings, technologies, assessment strategies and policy knowledge
- A2.** Participate in regular online forums demonstrating understandings of issues related to information technology and related curriculum policies and share new learning and resources with others.
- A3.** Practical demonstration of an ICT learning experience to peers.

Course Content:

Topics to be covered

- The Information Technology revolution and its impact on learning, teaching and assessment.
- The role of Information Technology across secondary school Year 7 - 10 curriculum.
- Explore relevant issues and the strategies available to 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.

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:

FedUni graduate attributes statement. To have graduates with knowledge, skills and competence that enable them to stand out as critical, creative and enquiring learners who are capable, flexible and work ready, and responsible, ethical and engaged citizens.

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| Attribute | Brief Description | Focus |
|---|--|-------|
| Knowledge, skills and competence | PSTs develop an increased understanding of learners, the nature of teaching and learning processes and the way learning occurs in Information Technology contexts and situations. They identify key needs for their professional growth as an Information Technology teacher and engage in on-going professional learning in Information Technology. | High |
| Critical, creative and enquiring learners | PSTs plan for learning, make judgments about learning and communicate learning and teaching processes. They critically examine and reflect on teaching practice. PSTs build confidence, creativity and capability in teaching Information Technology. | High |
| Capable, flexible and work ready | PSTs engage with topical and potentially controversial issues in Information Technology, and consider how they may impact on learning and teaching. PSTs create meaningful linkages between Information Technology curriculum, technological advances and social issues. | High |
| Responsible, ethical and engaged citizens | PSTs build a professional and reflective approach to Information Technology education, and develop their IT literacy in order to understand and make informed decisions about the uses of ICT in our society and environment | High |

Learning Task and Assessment:

| Learning Outcomes Assessed | Learning Tasks | Assessment Type | Weighting |
|---|---|---|-----------|
| K1, K2, K3, K4 S1, S2, S3, S4, S5 A1 APST 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 4.1, 5.1 | Using current curriculum, plan Information Technology learning sequences for students in Years 7-10. Include a range of assessment strategies. | Information Technology curriculum planning Task | 15 - 30% |
| K1, K2, K3 S2, S3, S4 A2 APST 2.1, 3.4, 3.2, 3.3. 4.5 | Regular submissions and participation in online discussion forums, demonstrating knowledge of a range of resources and teaching strategies that engage students in their learning. | Critical reflection of experiences as learner and teacher, supported by readings, workshop and lecture material | 20 - 40% |
| K1, 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 | Information Technology practical demonstration | 20 - 40% |

Adopted Reference Style:

APA