Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	Information Technology Curriculum 2
Unit ID:	EDMAS6112
Credit Points:	15.00
Prerequisite(s):	(EDMAS6012)
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070105

Description of the Unit:
This course follows on from Information Technology Curriculum 1 focusing on curriculum and pedagogy in the Information Technology specialist teaching area, including VCE for postgraduate 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 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: • 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	AT2
FEDTASK 2 Leadership	Students at this level will demonstrate a mastery in professional skills and behaviours in leading others. • 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, A2	AT1, 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: • 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, K6, S3, A1, A2	AT1, AT2
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: • 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.	K1, K3, K5, S1, S2, S4, S5, A1, A2	AT1, AT2

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 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: • 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	K4, A1, A2	AT1, AT2

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K6, S2, S3, S4, S5, A1, A2; APST 2.1, 3.4, 3.5, 4.1, 5.1.	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; APST: 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 5.1	Design, plan and deliver a technology lesson individually or in small groups. Critical 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

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