

Course Outline (Higher Education)

School:	School of Education
Course Title:	INFORMATION TECHNOLOGY CURRICULUM 2
Course ID:	EDMAS6112
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED Code:	070105

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 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, etc.)

Placement Component: No

Program Level:

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

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- 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 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 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:

- The Information Technology revolution and its impact on learning and teaching.
- The role of Information Technology across 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 Information Communication Technologies.
- 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	Open to change and critical and creative thinking. PSTs develop an increased understanding of learners, the nature of teaching and learning processes and the way learning occurs in Psychology 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 are able to plan for learning, make judgements 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 further 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 Information Technology literacy in order to understand and make informed decisions about the uses of Information Communication Technologies in our society and environment	High

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5, K6 S1, S3, S5 A1 APST 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 4.1, 5.1	Design and plan a learning sequence for Information Technology making use of current curriculum policies for secondary students .The learning sequence will incorporate mobile technology and consider 21st century modes of teaching and learning practice	Integrated program design	40-60%
K1, K2, K3, K4, K6 S2, S3, S4, S5 A2 APST 2.1, 3.4, 4.1, 5.1.	A critical evaluation of information technology resources to be developed as a web site, interactive multimedia presentation or in another appropriate digital format	Multimedia Presentation	20-40%

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Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K4, K5 S1, S2, S3, S4 A3 APST 2.1, 2.2, 2.3, 2.5, 2.6, 3.2, 3.3, 3.4, 4.1, 4.2 5.1	Technology lesson delivered individually or in small groups and critical examination of teaching and learning issues	Practical demonstration of a technology lesson and participatory activities relevant to the topic. Rationale for teaching and learning approaches, planning material, links to contemporary theory, and a critical self- assessment to be submitted following presentation.	20-40%

Adopted Reference Style:

APA