



Queensland, Australia

1. General Course Information

1.1 Course Details

Course Code:	1299EDN
Course Name:	Educational Technologies for Teaching & Learning
Trimester:	Trimester 2, 2022
Program:	Diploma of Educational Studies
Credit Points:	10 CP
Course Coordinator:	Brock Grant
Document modified:	13 June 2022

Course Description

Teaching and learning in the digital age demand that all teachers have developed understandings of the relationships between their content area knowledge, pedagogical (teaching skills) knowledge, and their technological knowledge. 1299EDN focuses on introducing a variety of Information and Communication Technology (ICT) tools and strategies that can be utilised to effectively engage school students, diversify their learning opportunities and enhance awareness of pedagogical techniques that can be supported with the use of technology.

Assumed Knowledge

Although this course does not have prerequisite requirements, it is assumed that you will be familiar with basic use of word processing, spreadsheet, and presentation software e.g. Microsoft Word, Excel, and PowerPoint. Use of these packages will not be explicitly taught in the course.

1.2 Teaching Team

Your teacher can be contacted via the email system on the portal.

Name	Email
Brock Grant	brock.grant@staff.griffithcollege.edu.au

1.3 Meet with your teacher

Your teacher is available each week to meet outside of normal class times. This is called consultation. Times that your teacher will be available for consultation will be found on the Teacher's tile on your Course Site.

1.4 Timetable

Your timetable is available on the Griffith College Portal at Class Timetable in Student and Services.

1.5 Technical Specifications

All students must have access to a computer or suitable mobile device.

2. Aims, Outcomes & Generic Skills

2.1 Course Aims

Within 1299EDN, education students will engage with theoretical frameworks that will help them develop an awareness of a range of ICT applications and how they can be used in the classroom to enhance learning and teaching as directed by The Australian Professional Standards for Teachers: Graduate level. 1299EDN will focus on practical tasks that involve creating and designing with ICT supported tasks to help build students' personal capabilities as well as develop resources for classroom integration. Additionally, 1299EDN will also provide insight into how education students can use ICT applications to promote and enhance continued professional learning.



2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Demonstrate knowledge of historical and current international and national policies that have influenced the use of ICT in learning in Queensland schools with reference to the ACARA General Capabilities - ICT, and the Australian Professional Standards for Teachers: Graduate level;
2. Demonstrate understanding of how teaching and learning theories and frameworks inform ICT pedagogies;
3. Apply through a range of practical ICT tasks, how ICT tools can be integrated into curriculum areas in meaningful ways, taking into account the diversity of school students' technological skills, to produce an engaging and challenging curriculum;
4. Develop strategic pathways to further professional knowledge, confidence and ability in the use of ICT applications to help school students stay safe online.
5. Develop strategic pathways to further advance professionally through the use of ICT applications



2.3 Generic Skills and Capabilities

For further details on the Generic Skills please refer to the [Graduate Generic Skills and Capabilities policy](#).

Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

Generic Skills and Capabilities		Taught	Practised	Assessed
Acquisition of discipline knowledge and skills with critical judgement		✓	✓	✓
Communication and collaboration		✓	✓	✓
Self-directed and active learning		✓	✓	
Creative and future thinking		✓	✓	✓
Social responsibility and ethical awareness		✓	✓	✓
Cultural competence and awareness in a culturally diverse environment		✓		

3. Learning Resources



3.1 Required Learning Resources

All required readings will be made available on the 1299EDN course site.

3.2 Recommended Learning Resources

Details of your Recommended Learning Resources will be made available via the course site.

3.3 College Support Services and Learning Resources

Griffith College provides many facilities and support services to assist students in their studies. Links to information about support resources that are available to students are included below for easy reference.

- [Digital Library](#) – Databases to which Griffith College students have access to through the Griffith Library Databases.
- [Study Toolbox](#) – there is a dedicated website for this course on the Griffith College Digital Campus.
- Academic Integrity - Griffith College is committed to ensuring academic integrity is understood and maintained by all staff and students. All students learn about academic integrity through engagement with Academic Integrity online modules within the Academic and Professional Studies course.
- [Services and Support](#) provides a range of services to support students throughout their studies including academic advice and assignment help from Student Learning Advisors, and personal and welfare support from Student Counsellors.
- [Jobs and Employment](#) in the Student Hub can assist students with career direction, resume and interview preparation, job search tips, and more.
- [IT Support](#) provides details of accessing support, information on s numbers and internet access and computer lab rules.

3.4 Other Information about your Learning

Preparation and Participation in Learning

You need to prepare before attending your scheduled learning experience. Work through the learning content prepared by your teacher which is found on the course site. Make sure you complete the learning activities set each week, they are designed to support your learning. Active participation in your learning will enhance your success. Ask questions when something is unclear or when you want to bring some issue to your teacher's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

Attendance

You are expected to actively engage in all learning experiences which underpin the learning content in this course. You are expected to engage with the learning content and learning activities outside of timetabled class times. This requires you to be an active agent of your learning. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you are encouraged to BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

Consultation Sessions

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time is optional but you are encouraged to use this extra help to improve your learning outcomes.

Course Learning Materials

Learning materials are made available to you in the course site. The learning materials are arranged in Modules. In each Module you will find Learning Content, Learning Experiences and Learning Activities. Learning Content will be engaged with prior to the scheduled Learning Experience (your weekly class). This will ensure you are prepared for the scheduled Learning Experience by being aware of the content to be covered and therefore will

be able to actively participate in the session. Learning Activities are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning Tasks in the course.

In addition, **Anytime Anywhere** learning material is provided in the course. This learning material provides support, interactive tools and directions for students who occasionally cannot attend the weekly scheduled Learning Experience (either in person or on Zoom) perhaps due to illness or other commitments. The Anytime Anywhere learning material should also be used in conjunction with Learning Content and Learning Activities resources.

Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course learning content even when you are not specifically asked to do so by your teacher. The weekly guide will be helpful to organise your learning. This involves revising the weekly course learning material and completing the learning activities. It also means you will need to find additional information to evidence your learning beyond that given to you, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

Program Progression

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, students are engaged in their learning and that GPA is maintained at equal to or greater than 3.5 [please see Griffith College Policy Library - Program Progression Policy - for more information].






Teacher and Course Evaluation

Your feedback is respected and valued by your teachers. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your teacher or by completing course and teacher evaluations via Griffith College's evaluation tool whenever these are available.

4. Learning Content, Learning Experiences and Learning Activities



4.1 Modules for Learning and Weekly Learning Content, Learning Experiences and Learning Activities




	Learning Content 	Learning Experiences 	Learning Activities 	Evidence of Learning 	Learning Outcome 
Module 1 (Weeks 1-3): ICT & Pedagogical Beliefs					
Week 1	<i>Introduction to 1299EDN & the general capabilities of ICT</i>	<i>Discussion of the course outline, course learning outcomes & assessment</i> <i>Discussions of the general capabilities of ICT, comparing ICT digital capabilities & digital technologies.</i> <i>Discussions on how ICT impacts teaching within the classroom</i>	<i>Individual &/or collaborative tasks related to the weekly topic & developing your EoL tasks.</i>		1, 3
Week 2	<i>TPACK & Pedagogical Beliefs</i>	<i>Introduction to TPACK & impact on pedagogical beliefs on ICT integration within the classroom</i>	<i>Individual &/or collaborative tasks related to the weekly topic & developing your EoL tasks.</i>	<i>Introduction of EoL task 1 - Cyberbullying</i>	1, 2, 3
Week 3	<i>Consolidation of weeks 1 & 2</i> <i>Drafting & feedback of assignments 1 & 2</i>	<i>Consolidation of the content taught within weeks 1 & 2, while granting an opportunity for students to receive feedback and continue working on their EoL task.</i>	<i>Individual &/or collaborative tasks related to the weekly topic & developing your EoL tasks.</i>		1, 2, 3, 4

Module 2 (Weeks 4-7): ICT Tools & Assistive Technologies					
Week 4	Implementation of digital games & ICT tools into the classroom	Introduction & discussion on the learning benefits of digital games/digital media and their successful integration into the classroom.	Individual &/or collaborative tasks related to the weekly topic & developing your EoL tasks.		2, 3
Week 5	Focus on Cyberbullying EoL task. Review and discussions of student ideas Opportunity for feedback and additional support	Finalisation of EoL task 2, where students can make last minute changes and receive feedback before submission.	Individual &/or collaborative tasks related to the weekly topic & developing your EoL tasks.		1, 2, 3, 4
Week 6	Using technology to help children with learning needs using assistive technology.	Integration of various ICT technologies to assist students with learning needs.	Individual &/or collaborative tasks related to the weekly topic & developing your EoL tasks.	EoL Task 1 – Cyberbullying (due COB Friday Week 6)	2, 3
Week 7	Consolidation of content presented in weeks 4 & 6 Introduction of EoL task 3 – Teachers Tool Kit	Consolidation of the content taught in weeks 4 & 6 Introduction & discussion on EoL task 3 – teacher tool kit	Individual &/or collaborative tasks related to the weekly topic & developing your EoL tasks.	Introduction of EoL Task 2 & 3 – Teacher Tool Kit	1, 2, 3
Module 3 (Weeks 8-12): Utilisation of Digital Tools & Professional Learning					
Week 8	Utilisation of digital tools to assist professional learning in the workplace	Discussions of teacher professional development & professional learning in the workplace.	Individual &/or collaborative tasks related to the weekly topic & developing your EoL tasks.		1, 2, 3, 5
Week 9	Creation of Audio-visual Resources	Exploration of storyboarding, video/audio recording and various software utilised to create audio-visual content.	Individual &/or collaborative tasks related to the weekly topic & developing your EoL tasks.		1, 2, 3, 5
Week 10	Digital tools for the digital teacher	Focus & discussion on digital tools used to help supplement & create teaching resources	Individual &/or collaborative tasks related to the weekly topic & developing your EoL tasks.		1, 2, 3
Week 11	Introduction of digital resources for teacher professional learning	Focus & discussion on digital tools used to help support & enhance on-going teacher professional development. Last opportunity to receive feedback and receive support.	Individual &/or collaborative tasks related to the weekly topic & developing your EoL tasks.	EoL Task 2 – Teacher Tool Kit (Written Component due COB Friday Week 11)	1, 2, 3, 4, 5
Week 12	EoL task 3 – Final presentation	Students will be presenting their EoL task 3.	Individual &/or collaborative tasks related to the weekly topic & developing your EoL tasks.	EoL Task 3 – Teacher Tool Kit (Presentations)	1, 2, 3

5. Evidence of Learning (Assessment Plan)



5.1 Evidence of Learning Summary

	 Evidence of Learning	 Weighting	 Learning Outcome	 Due Date
1	Using ICT capabilities to Combat Cyberbullying	45%	1, 2, 3, 4	Week 6
2	Teacher Tool Kit (Written Component)	40%	3, 4, 5	Week 11
3	Teacher Tool Kit (Presentation)	15%	3, 4	Week 12

5.2 Evidence of Learning Task Detail

1. Evidence of Learning Task 1: Using ICT Capabilities to Combat Cyberbullying (45%)

Task Type: Planning Document

Due Date: Week 6

Weight: 45%

Task Description:

For this Evidence of Learning task, you are required to develop a cyberbullying unit plan for the scenario below.

Dolly, a 14-year-old girl, took her life as a response to bullying in January 2018. A Cyberbullying campaign was launched to increase awareness of bullying through social media (see News Clipping on course site). This campaign has continued and is both important and relevant to students' use of technologies. At the beginning of the school year, as a way to build wellness and interpersonal relationships with your home class, you plan a series of 3 activities on Cyberbullying. These activities help open up the 'talk' about cyberbullying amongst your students and yourself, develop understanding of cyberbullying and help your students build strategies to deal with online bullying.

Your class is Year 7, the first year of high school. You have a class of 26 children in an inner Brisbane school for one hour per week/term. Your Cyberbullying Unit must involve three activities for your students: investigating, communicating and creating with ICT. Further details and resources to help you plan these activities are available on the course site.

This task will be discussed further in the Learning Experiences.

Criteria and Marking: Students are assessed on a marking rubric based on the clarity of instruction, choice of activities and final ICT products

Submission: Unit plan & developed resources must be submitted via the submission point, found under the "Evidence of Learning" tab in the 1299EDN course site.

2. Evidence of Learning Task 2: Teacher Tool Kit (Written Component) (40%)

Task Type: Portfolio

Due Date: Week 11

Weight: 40%

Task Description:

For this task, you are required to demonstrate your understanding and application of ICT technologies as a teacher, showing how ICT technologies can be used to support student learning and ongoing teacher professional development. **There are 2 parts to this assessment.**

Part 1:

Collect and describe 6 digital resources that you can use as a teacher. These 6 resources must comprise the following

- Four (4) digital resources must be teacher productivity tools, in which the chosen ICT tool can be used in the classroom to support student learning
- Two (2) digital resources must be ICT tools to support ongoing professional development

Part 2:

Drawing on the concepts presented in the Learning Content, write a 500-word statement about your pedagogical beliefs in regard to technologies reasoning why and how you choose and use particular technologies tools for teaching and professional learning supported by 2 academic references.

This task will be discussed further in the Learning Experiences.

Criteria and Marking: Students are assessed on the quality of resource, suitability of the digital resource with curricular intent/professional development, and student understanding of the relationship between the digital resource, course content and the pedagogical application to enhance student & professional learning.

Submission: The written component must be submitted via the assignment submission point by COB Friday Week 11, found under the "Evidence of Learning" tab in the 1299EDN course site.

3. Evidence of Learning Task 3: Teacher Tool Kit (Presentation) (15%)

Task Type: Presentation

Due Date: Week 12

Weight: 15%

Task Description:

Evidence of Learning task 4 follows on from the written component in Evidence of Learning task 3, students will select one (1) of the four ICT teacher digital resources to present to the class. The presentation must include a description of the resource, how the resource will be implemented into the classroom, what learning outcomes will this resource help your students achieve and what affordances come with the resource.

Criteria and Marking: Students are assessed on the presentation of the ICT resource, the clarity of the presentation and audience engagement.

Submission: Students will present their ICT teaching resource during week 12, with specific dates & times being outlined on the 1299EDN course page.

In order to pass this Course, students must:

A. Attempt all assessment items

B. Demonstrate assurance of learning of all learning outcomes by receiving a final result of 50% or higher.

5.3 Late Submission

An evidence of learning task submitted after the due date, without an approved extension from the Course Coordinator, will be penalised. The standard penalty is the reduction of the mark allocated to the evidence of learning task by 5% of the maximum mark applicable for the evidence of learning task, for each working day or part working day that the task is late. Evidence of learning tasks submitted more than five working days after the due date are awarded zero marks.

Please refer to the Griffith College website - Policy Library > [Assessment Policy](#) for guidelines and penalties for late submission.

5.4 Other Information about Evidence of Learning

Retention of Originals

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the course.

Requests for Extension

To apply for an extension of time for an evidence of learning task, you must submit an [Application for Extension of Assignment](#) form to your teacher at least 24 hours before the date the assignment is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation (e.g., [Griffith College Student Medical Certificate](#)). Please refer to the Griffith College website - [Policy Library](#) - for guidelines regarding extensions and deferred assessment.

Return of Evidence of Learning Tasks

1. Marks awarded for in-trimester evidence of learning tasks, except those being moderated externally with Griffith University, will usually be available on the Student Portal fourteen [14] days of the due date. This does not apply to the final evidence of learning task in this course (marks for this task will be provided with the final course result).
2. Students will be advised of their final grade through the Student Portal. Students can review their final exam assessment tasks after student grades have been published. Review of final exam papers will not be permitted after the final date to enrol.
3. Marks for **all** evidence of learning task including the final exam (if applicable) will be recorded in the Moodle course site and made available to students through the Moodle course site.

The sum of your marks of evidence of learning tasks in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for courses, so you need to wait for the official release of grades to have your grade for this course confirmed.

6.0 Policies & Guidelines

Griffith College evidence of learning-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

[Assessment Policy](#), [Special Consideration](#), [Deferred Assessment](#), [Alternate Exam Sitings](#), [Medical Certificates](#), [Academic Integrity](#), [Finalisation of Results](#), [Review of Marks](#), [Moderation of Assessment](#), [Turn-it-in Software Use](#).

These policies can be accessed within the [Policy Library](#)

Academic Integrity

Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your teachers and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of an allegation of a breach of academic integrity being made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the Griffith College Academic Integrity Policy; this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Griffith College website - Policy Library > [Academic Integrity Policy](#)

Risk Assessment Statement

There are no out of the ordinary risks associated with this course.

Copyright © - Griffith College

Note: For all Diploma level programs, Griffith College acknowledges content derived from Griffith University.