



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	<b>1299EDN</b>
<b>Course Name:</b>	<b>Educational Technologies for Teaching &amp; Learning</b>
<b>Trimester:</b>	<b>Trimester 2, 2024</b>
<b>Program:</b>	<b>Diploma of Educational Studies</b>
<b>Credit Points:</b>	<b>10CP</b>
<b>Course Coordinator:</b>	<b>Shane Trinne</b>
<b>Document modified:</b>	<b>30/04/2024</b>

### 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/s can be contacted via email as below:

You will also find their email in the Teacher's tile on your Course Site.

Name	Email
Shane Trinne	<a href="mailto:shane.trinne@staff.griffithcollege.edu.au">shane.trinne@staff.griffithcollege.edu.au</a>

## 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 Digital Campus at My Apps, Timetable.

## 1.5 Technical Specifications

All students must have access to a computer or suitable mobile device such as laptop or tablet (mobile phones are not suitable). In addition, up-to-date browser access, a reliable high-speed internet connection with enough upload and download capacity, a webcam and headset including microphone are needed.

## 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 Graduate Capabilities and Employability Skills

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

Griffith College is committed to producing graduates who are able to demonstrate progress toward the development of a number of generic skills / capabilities that will allow them to successfully continue their studies at the tertiary level. This set of skills includes employability related skills that will ensure graduates are capable in the workplace of the future.

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

Graduate Capabilities and Employability Skills			Focus within this course
Interacting with People	Teamwork		
	Communication		✓
	Respect for Culture and Diversity		
Readiness for the Workplace	Problem Solving		
	Planning and Organisation		
	Creativity and Future Thinking		✓



## 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 (In Class). Work through the Learning Content (Before Class) prepared by your teacher which is found on the course site. Make sure you complete the Learning Activities (After Class) set each week. 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. Attendance will be recorded by your teacher in each learning experience to ensure you are meeting the requirements of the program you are studying and/or your visa conditions. You are expected to engage with the learning content and learning activities outside of timetabled class times. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook.

#### 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 (Before Class), Learning Experiences (In Class) and Learning Activities (After Class). **Learning Content (Before Class)** will be engaged with prior to the scheduled **Learning Experience (In Class)**. This will ensure you are prepared for the scheduled Learning Experience (In Class) by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities (After Class)** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning Tasks (Assessments) in the course.

## Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course Learning Content (Before Class) even when you are not specifically asked to do so by your teacher. The weekly guide (below) will be helpful to organise your learning. This involves revising the weekly course Learning Content (Before Class) and completing the Learning Activities (After Class). 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. Weekly Guide: Learning Content, Learning Experiences and Learning Activities

The information below lays out how your learning will be organised throughout the trimester:

Week	Learning Content (Before Class)	Learning Experiences (In Class)	Learning Activities (After Class)	Evidence of Learning (Assessment)	Learning Outcome
					
<b>Module 1 (Weeks 1-3): ICT &amp; Pedagogical Beliefs</b>					
1	Introduction to 1299EDN & the general capabilities of ICT	Discussion of the course outline, course learning outcomes & assessment.  Discussions of the general capabilities of ICT, comparing ICT digital capabilities & digital technologies.  Discussions on how ICT impacts teaching within the classroom.	Individual &/or collaborative tasks related to the weekly topic & developing your EoL tasks.		1, 3
2	TPACK & Pedagogical Beliefs	Introduction to TPACK & impact on pedagogical beliefs on ICT integration within the classroom.	Individual &/or collaborative tasks related to the weekly topic & developing your EoL tasks.	Introduction of EoL task 1 - Cyberbullying	1, 2, 3
3	Consolidation of weeks 1 & 2  Drafting & feedback of assignments 1 & 2	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.	Individual &/or collaborative tasks related to the weekly topic & developing your EoL tasks.		1, 2, 3, 4

<b>Module 2 (Weeks 4-7): ICT Tools &amp; Assistive Technologies</b>					
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.	EoL Task 1 – Cyberbullying Part A (due COB Friday Week 4)	2, 3
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
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 Part B (due COB Friday Week 6)	2, 3
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
<b>Module 3 (Weeks 8-12): Utilisation of Digital Tools &amp; Professional Learning</b>					
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
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
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
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 ( <b>Written Component</b> due COB Friday Week 11)	1, 2, 3, 4, 5
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 ( <b>Presentations</b> ) completed in class time	1, 2, 3



## 5. Evidence of Learning (Assessment)

### 5.1 Evidence of Learning Summary

	Evidence of Learning (Assessment)	Weighting	Learning Outcome	Due Date
1	Using ICT capabilities to Combat Cyberbullying	45%	1, 2, 3, 4	(Part A) Week 4 (Part B) 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

Please note that web applications such as ChatGPT, Google Translate, Grammarly and Youde (or equivalent services) are not permitted for assessment creation, translation, or extensive language assistance purposes. Wikipedia, Baidu, Weibo and We Talk are not permitted to be used.

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

**Task Type** Planning Document

**Due Date: Part A:** Friday 26<sup>th</sup> July 2024 by 5pm

**Part B:** Friday 9<sup>th</sup> August 2024 by 5pm

**Weight:** 45% in total (parts A and B combined), Marked out of: 100

**Length:** Length will vary based on task sheets for part A and the output for part B. Part B includes a 200-word overview.

**Task Description:** For this Evidence of Learning task, you are required to work in pairs 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 ICT.

This assessment is done in pairs and will be staggered; part A will involve the development of three activities for your students to investigate, create and communicate using ICT. Part B will require you to play the part of a student and complete the same three tasks you set for your class and submit the output you have created.

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:** Friday 20<sup>th</sup> September 2024 by 5pm

**Weight:** 40%, Marked out of: 30

**Length:** Includes a 400-word summary

**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:** e.g. Presentation

**Due Date:** Week 12 during class time

**Weight:** 15%, Marked out of: 50

**Duration:** approximately 3 minutes

**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 through graded Evidence of Learning Tasks.**



## 5.3 Late Submission

An Evidence of Learning Task submitted after the due date, without an approved extension from the teacher, 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 calendar day that the task is late. Evidence of learning tasks submitted more than seven calendar 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 Assessment](#) 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 Medical Certificate](#)]. Please refer to the Griffith College website – [Policy Library](#) for guidelines regarding extensions and deferred Evidence of Learning Tasks.

### 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 be available on the course site within 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 Digital Campus. Students can review their final exam papers 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 tasks including the final exam (if applicable) will be recorded in the Course Site and made available to students through the 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 particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.*

## 6. Policies & Guidelines

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

[Assessment Policy](#), [Special Consideration](#), [Deferred Assessment](#), [Alternate Exam Sittings](#), [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 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](#)

### **Reasonable Adjustments for Evidence of Learning Tasks –**

The [Disability Services Policy](#) (accessed within the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to Evidence of Learning Tasks for students with disabilities while maintaining academic robustness of its programs.

### **Risk Assessment Statement**

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

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