Rationale

Information technology is becoming increasingly significant to the conduct of education at all levels. On the one hand IT appears to have potential to improve the outcomes of teaching and learning, and on the other there is widespread community expectation that education will provide students with the necessary knowledge and skills to apply the new technologies for personal and vocational purposes. Beginning teachers need to possess skills in the use of IT for their personal use together with the ability to plan for effective technology integration in the classroom.

Synopsis

Students will have opportunities to reinforce and extend existing skills in the use of information technologies especially as they apply to teaching and learning in classrooms. Emphasis will be placed upon the integration of information technology into the school curriculum. Topics will include consideration of policy documents relevant to computing, research about the educational application of computers, applications of computers for specific curriculum needs and trends and issues in educational use of computers. Students will be introduced to a variety of relevant computer based resources including Internet resources and to methods for the evaluation, selection and management of such resources for classroom use. Students' progress in the course will be enhanced if they have experience in curriculum planning and have completed a successful professional experience.

Objectives

On successful completion of this course students will be able

- to: discuss policy documents and research outcomes relevant to educational uses of computers; demonstrate familiarity with basic file management including, creating and accessing directory structures, copying and deleting files; examine educational
uses of the web; describe and discuss ways in which computer software can support
a range of teaching and learning strategies; describe how the use of computers may
be integrated across a range of curriculum areas; plan and implement teaching and
learning strategies which make effective use of computers; locate, retrieve and
publish materials using appropriate Internet technologies; model ethical computer
use including compliance with copyright laws; describe some current trends in the
development of computer technology and discuss their implications for education
and the wider society.

TOPICS

Description                                                                 Weighting (%) 
1. Background to Educational Computing Policy Documents Research on Educational Computing 10.00
2. Computer systems for Education Hardware Components and Operating Systems Software Tools for Teachers and Students Educational Software 10.00
3. Teaching with Computers Planning for Curriculum Integration of Computers Instructional Principles Classroom Management 45.00
4. Networking and Communications Internet as Educational Resource 20.00
5. Trends and Issues in Educational Computing Developments in Technology Equity Issues Ethical Considerations 15.00

REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge
and understanding of the material in the course and enrich their learning experience.

Department of Education, Qld 1995 Guidelines for the Use of Computers in Learning, Department of Education, Queensland, Brisbane.


**STUDENT WORKLOAD REQUIREMENTS**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Assessment</td>
<td>26</td>
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<tr>
<td>Directed Study</td>
<td>70</td>
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<tr>
<td>Lectures</td>
<td>24</td>
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<tr>
<td>Private Study</td>
<td>27</td>
</tr>
<tr>
<td>Tutorial</td>
<td>13</td>
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**ASSESSMENT DETAILS**

<table>
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<tr>
<th>Description</th>
<th>Marks Out of</th>
<th>Wtg(%)</th>
<th>Required</th>
<th>Due Date</th>
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<tr>
<td>ASSIGNMENT 1 - PORTFOLIO</td>
<td>30.00</td>
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<td>Y</td>
<td>04 Mar 2002</td>
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<td>ASSIGNMENT 2 - INTEGRATION</td>
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<tr>
<td>ASSIGNMENT 3 - PORTFOLIO</td>
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**NOTES:**

1. Further details about the due dates are detailed in the assessment section of the Course Specifications.
2. Further details about the due dates are detailed in the assessment section of the Course Specifications.
3. Further details about the due dates are detailed in the assessment section of the Course Specifications.

**OTHER REQUIREMENTS**

1. When there is more than one marker for a single item of assessment, the distribution patterns and means for the different markers will be compared and marks adjusted if necessary.
2 Marking criteria are provided in course material as mark guides or as part of assignment specifications
3 Summative assessment items will be given a numerical score.
4 Course Grades will be calculated by aggregating the weighted result or numerical score for each summative assessment item. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete
5 All assessment items must be submitted. Assessment items must be passed overall and at least two (2) items of assessment must be passed.
6 For assignments submitted after the due date without an approved extension of time, a penalty of 10% of the mark awarded by the examiner for the assessment item will apply for each day late.