The University of Southern Queensland

Course Specification

<table>
<thead>
<tr>
<th>Description: Computer Based Resources in Education</th>
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<tbody>
<tr>
<td>Subject</td>
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<tr>
<td>EDU</td>
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</tbody>
</table>

Academic Group: FOEDU
Academic Org: FOE002
HECS Band: 1
ASCED Code: 070303

STAFFING
Examiner: Leo Crameri
Moderator: Petrea Redmond

RATIONALE
Developments in computer hardware and software are constantly expanding the range of resources available for support of teaching and learning. There is a growing need for educational personnel who are able to evaluate hardware and software, manage its acquisition and deployment in educational settings and provide training and support in its use.

SYNOPSIS
Students will become familiar with a variety of computer based resources which are available for educational applications and with methods for the evaluation, selection and management of such resources for use in a variety of educational settings. Current developments in communications technologies and their implications for education will also be considered, together with approaches to the design and implementation of ongoing professional development in the educational use of computers.

OBJECTIVES
On successful completion of this course students will be able to:

- identify and describe the functions of common components of computer systems with particular reference to systems for educational computing
- demonstrate familiarity with basic systems operations including formatting disks, creating and accessing directory structures, copying and deleting files using common operating systems applicable for educational settings
- discuss the implications of local and global computer networking for educational practice
- locate, retrieve and publish materials using appropriate Internet technologies
• discuss the advantages and disadvantages associated with different approaches to the location of computers in educational settings
• compare and contrast different approaches to instructional software including drill and practice, tutorials and simulations
• evaluate the suitability of hardware and software configurations for application in a range of educational contexts
• evaluate and review educational software using methods and styles appropriate for use in schools and for publication in professional journals
• propose and justify approaches to the effective management of computer based resources in educational settings
• discuss the avenues available for professional development in the educational use of computers
• prepare effective plans and materials for personal and collegial development in educational computing

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. Computer systems for education: hardware components and operating systems</td>
<td>20.00</td>
</tr>
<tr>
<td>2. Software: tools for teachers and students; 'educational' software tutorial, drill and practice, simulation CD-ROM and multimedia</td>
<td>25.00</td>
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<tr>
<td>3. Networking and communications: networking the classroom and schools - hardware and software; wider connections - modems, software, services, Internet</td>
<td>25.00</td>
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<tr>
<td>4. Managing resources: hardware - evaluation and selection, location and maintenance; software - evaluation and selection collection management</td>
<td>15.00</td>
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<tr>
<td>5. Professional growth: professional associations; development resources; staff training and in service</td>
<td>15.00</td>
</tr>
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</table>

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, Q. (1997) Computers in Learning,


**STUDENT WORKLOAD REQUIREMENTS**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>20</td>
</tr>
<tr>
<td>Directed Study</td>
<td>70</td>
</tr>
<tr>
<td>Private Study</td>
<td>70</td>
</tr>
</tbody>
</table>

**ASSESSMENT DETAILS**

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks Out of</th>
<th>Wtg(%)</th>
<th>Required</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASSIGNMENT 1</td>
<td>40.00</td>
<td>40.00</td>
<td>Y</td>
<td>04 Mar 2002</td>
</tr>
<tr>
<td></td>
<td>(see note 1)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASSIGNMENT 2</td>
<td>60.00</td>
<td>60.00</td>
<td>Y</td>
<td>04 Mar 2002</td>
</tr>
<tr>
<td></td>
<td>(see note 2)</td>
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<td></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.

**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 sheets/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 attempted/submitted. Assessment items must be passed overall.

6 If assignments are 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.