**Course Specification**

**Description: Computing in Education**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cat-Nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
<th>Campus</th>
</tr>
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<tr>
<td>EDU</td>
<td>5472</td>
<td>14789</td>
<td>2</td>
<td>EXT</td>
<td>1.00</td>
<td>TWMB</td>
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**Academic Group:** FOEDU  
**Academic Org:** FOE002  
**HECS Band:** 1  
**ASCED Code:** 070303

**STAFFING**
Examiner: Peter Albion  
Moderator: Petrea Redmond

**RATIONALE**
The use of computers for instruction creates new opportunities and challenges in the management of learning. Awareness of the possibilities offered by computers and of effective approaches to their use can assist teachers in improving the quality of teaching and learning in a variety of educational contexts.

**SYNOPSIS**
This course will consider both the theory and practice associated with a variety of approaches to the application of computers for teaching and learning in a variety of educational contexts. Emphasis will be placed upon the use of computer technologies to support curriculum objectives. Students will be introduced to background elements of educational computing including philosophical positions, research evidence and policy documents. These will provide a foundation for consideration of computer literacy, approaches to teaching and learning with technology and to trends and issues in the educational use of computing.

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

- Describe, classify and analyse approaches to educational computing.
- Analyse and apply policy documents and published research outcomes relevant to use of computers in a variety of educational contexts.
- Discuss the role of computer studies as a component of general education in a technological society.
- Describe and discuss ways in which computer software can support a range of teaching and learning strategies.
• Plan for the appropriate application of computer-related activities to meet specific educational needs.
• Develop approaches to the integration of computer use across a range of curriculum areas.
• Plan and implement strategies to encourage effective computer use in relevant educational settings.
• Model ethical computer use including compliance with copyright laws.
• Develop appropriate responses to equity issues associated with computers in educational contexts.
• Analyse some current trends in the development of computer technology and discuss their implications for education and the wider society.
• Analyse some current issues associated with the use of computers in educational settings.

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Background to Educational Computing Myths and Visions, Research Findings, Taxonomy, Policy Documents</td>
<td>35.00</td>
</tr>
<tr>
<td>2. Teaching about Computers</td>
<td>5.00</td>
</tr>
<tr>
<td>3. Teaching with Computers, Instructional Principles, Planning, Classroom Management</td>
<td>20.00</td>
</tr>
<tr>
<td>4. Curriculum Integration of Computers Principles, Computers and Problem Solving, Specific Curriculum Areas</td>
<td>20.00</td>
</tr>
<tr>
<td>5. Trends and Issues in Educational Computing, Developments in Technology, Equity Issues, Ethical Considerations</td>
<td>20.00</td>
</tr>
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</table>

TEXT and MATERIALS required to be PURCHASED or ACCESSED:

Books can be ordered by fax or telephone. For costs and further details use the 'Book Search' facility at http://bookshop.usq.edu.au by entering the author or title of the text.

Video and CD ROM to be purchased by Online students ONLY.


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.


### 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>
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### ASSESSMENT DETAILS

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks Out of</th>
<th>Wtg(%)</th>
<th>Required</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>ASSIGNMENT 1</td>
<td>40.00</td>
<td>40.00</td>
<td>Y</td>
<td>13 Sep 2002</td>
</tr>
<tr>
<td>ASSIGNMENT 2</td>
<td>60.00</td>
<td>60.00</td>
<td>Y</td>
<td>01 Nov 2002</td>
</tr>
</tbody>
</table>

### OTHER REQUIREMENTS

1. To obtain a pass in the course students must demonstrate satisfactory performance in all aspects of assessment.
2. Students will be required to use appropriate software such as the word processor for preparation of assignments and tutorial exercises submitted for assessment.
3. Data files may be required to be submitted with assessment work.
4. 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.
5. Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
6. Summative assessment items will be given a numerical score.
7. 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.
8. All assessment items must be attempted/submitted. Assessment items must be passed overall.
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.