Description: Technology 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>1471</td>
<td>24756</td>
<td>2</td>
<td>2003</td>
<td>ONC</td>
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Academic Group: FOEDU  
Academic Org: FOE002  
HECS Band: 1  
ASCED Code: 070100

STAFFING

Examiner: Peter Albion  
Moderator: Petrea Redmond

RATIONALE

The Key Learning Area of Technology involves the engagement of students at all levels of education in the processes of designing and developing products that meet human needs. These processes involve the investigation and exploration of possibilities; the proposal and refinement of innovative solutions; the creation of artifacts, processes, systems, services and environments; and the evaluation of both products and processes in terms of appropriate problem resolution. Beginning educators need an understanding of ways in which the Technology KLA may provide for student learning within a range of specific contexts as well as perform a significant role as a curriculum integration device. The process strand of {Technology Processes }will be explored within the context strands of {Information}, {Materials}, and {Systems} throughout the duration of this course.

SYNOPSIS

Students will develop an understanding of the definition of Technology as one of the eight Key Learning Areas as specified through the Australian national curriculum documents. An emphasis will be placed on a clarification of the vocabulary used in discussion of the Technology KLA and the distinction between this and other topical issues in education such as learning technology, information technology and educational technology. Topics will include a historical perspective of the development of the KLA; an introduction to available statement, profile and syllabus documentation; and a consideration of current Technology Education implementation issues and future possibilities within the various educational sectors. The course will define the four strands of the KLA within an Outcomes Based Education framework and provide students with opportunities to identify student learning experiences within the context of each. Issues relating to technological appropriateness, the availability of learning contexts, and technology management will be addressed so that students may work towards their own definition of technological literacy.
OBJECTIVES

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

- Discuss curriculum documents and implementation issues relating to the Technology KLA.
- Demonstrate an understanding of the vocabulary of the Technology KLA and differentiate between this terminology and current discussion surrounding other technological contexts.
- Identify and describe the four strands of the Technology KLA Queensland Syllabus.
- Define the Technology KLA within an outcomes-based education framework.
- Demonstrate familiarity with current technology education implementation issues within the primary and secondary schooling sectors.
- Identify ways in which the technology process may be applied to observed classroom learning experiences.
- Plan for outcomes using Technology KLA as an integrating device.
- Discuss issues relating to technological appropriateness, the availability of learning contexts within differing school environments, and aspects of technology management.
- Define the concept of technological literacy.
- Demonstrate knowledge of course content using appropriate modes and conventions of expression.

TOPICS

| Description                                                                 | Weighting (%) |
|                                                                            |               |
| 1. Definitions of the Technology KLA - An historical perspective; national and international comparisons; difference between the KLAs and other references to technological issues | 10.00         |
| 2. Curriculum documents; the concept of outcomes-based education; available syllabus documents; the process and context strands; common KLA components; principles of effective teaching and learning | 25.00         |
| 3. Curriculum integration                                                  | 15.00         |
| 4. Technology education implementation issues; specific learning contexts within schooling using the Technology KLA as a basis for learning modeling the technology process | 25.00         |
| 5. Identification of the technology process; definitions of technological literacy; technological appropriateness; identification of technology education learning experiences | 25.00         |

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.

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>
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<tbody>
<tr>
<td>Assessment</td>
<td>20</td>
</tr>
<tr>
<td>Directed Study</td>
<td>70</td>
</tr>
<tr>
<td>Lectures</td>
<td>28</td>
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<tr>
<td>Private Study</td>
<td>28</td>
</tr>
<tr>
<td>Tutorial</td>
<td>14</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>50.00</td>
<td>50.00</td>
<td>Y</td>
<td>19 Sep 2003</td>
</tr>
<tr>
<td>ASSIGNMENT 2</td>
<td>50.00</td>
<td>50.00</td>
<td>Y</td>
<td>31 Oct 2003</td>
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IMPORTANT ASSESSMENT INFORMATION

1 Attendance requirements:
   It is the students' responsibility to attend and participate appropriately in all activities (such as lectures, tutorials, laboratories and practical work) scheduled for them, and to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.

2 Requirements for students to complete each assessment item satisfactorily:
   To complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available for each assessment item.

3 Penalties for late submission of required work:
   If students submit assignments after the due date without prior approval then a penalty of 5% of the total marks available for the assignment will apply for each working day late.

4 Requirements for student to be awarded a passing grade in the course:
   To be assured of receiving a passing grade a student must achieve at least 50% of the available weighted marks for the summative assessment items.

5 Method used to combine assessment results to attain final grade:
   The final grades for students will be assigned on the basis of the weighted aggregate of the marks obtained for each of the summative assessment items in the course.

6 Examination information:
   There is no examination in this course.

7 Examination period when Deferred/Supplementary examinations will be held:
   There will be no Deferred or Supplementary examinations in this course.

8 University Regulations:
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL http://www.usq.edu.au/SECARIAT/calendar/Part5/ or in the printed version of the current USQ Handbook.

ASSESSMENT NOTES

1 Students must retain a copy of each item submitted for assessment. This must be produced within five days if required by the Examiner.

2 The examiner may grant an extension of the due date of an assignment in extenuating circumstances.

3 The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media.

4 The Faculty will NOT accept submission of assignments by facsimile.

5 When there is more than one marker for a single item of assessment, the distributed patterns and means for the different markers will be compared and marks adjusted if necessary.

6 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.

7 All assessment items must be attempted/submitted with a pass overall gained.

OTHER REQUIREMENTS

1 Students will require access to e-mail and internet access to USQConnect for this course.