Description: ICT for Educators

<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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<td>EDU</td>
<td>2473</td>
<td>20858</td>
<td>1, 2003</td>
<td>ONC</td>
<td>1.00</td>
<td>WIBAY</td>
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Academic Group: FOEDU
Academic Org: FOE002
HECS Band: 1
ASCED Code: 070303

STAFFING
Examiner: Petrea Redmond
Moderator: Peter Albion

RATIONALE
Information communication technology (ICT) is becoming increasingly significant to the conduct of education at all levels. On the one hand ICT 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 ICT 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 communication technologies, especially as they apply to teaching and learning in classrooms. Emphasis will be placed upon planning for the integration of ICT into the school curriculum. Topics will include consideration of policy documents relevant to computing, research about educational applications 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 software and 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 successfully completed professional experience.

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

- Demonstrate familiarity with curriculum and policy documents and research outcomes relevant to educational uses of computers.
• Demonstrate basic file management, word processing and presentation software.
• 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 ICT can be used to promote student centred learning
• 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.
• Participate in a range of electronic forums.
• Evaluate software & Internet resources for classroom use.

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. Background to educational computing policy documents and research on</td>
<td>10.00</td>
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<tr>
<td>educational computing</td>
<td></td>
</tr>
<tr>
<td>2. Computer Systems for Education: hardware components and operating</td>
<td>10.00</td>
</tr>
<tr>
<td>systems, software tools for teachers and students, and educational software</td>
<td></td>
</tr>
<tr>
<td>3. Teaching with Computers: planning for curriculum integration of</td>
<td>45.00</td>
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<tr>
<td>computers, instructional principles, and classroom management</td>
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<tr>
<td>4. Networking and Communications: internet as educational resource</td>
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<td>5. Trends and Issues in Educational Computing, developments in technology,</td>
<td>15.00</td>
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<tr>
<td>equity issues, and ethical considerations</td>
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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.


### STUDENT WORKLOAD REQUIREMENTS

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Directed Study</td>
<td>126</td>
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<tr>
<td>Lectures</td>
<td>26</td>
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<tr>
<td>Tutorial</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 - PORTFOLIO</td>
<td>30.00</td>
<td>30.00</td>
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<tr>
<td>ASSIGNMENT 2 - INTEGRATED</td>
<td>50.00</td>
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<tr>
<td>UNIT</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>ASSIGNMENT 3 - PORTFOLIO</td>
<td>20.00</td>
<td>20.00</td>
<td>Y</td>
<td>13 Jun 2003</td>
</tr>
</tbody>
</table>

### ASSESSMENT NOTES

1. To complete each assessment item satisfactorily, students must obtain at least 50% of the marks available (or at least a grade of C-) for each assessment item.
2 To be assured of receiving a passing grade a student must submit all assessment items & obtain at least 50% for assignment 2 and at least 50% of the available weighted marks for summative assessment.

3 The final result for students will be assigned on the basis of the weighted aggregate of the marks (or grades) obtained for each of the summative assessment items in the course.

4 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.

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

OTHER REQUIREMENTS

1 It is the students responsibility to attend and participate appropriately in all activities (such as lectures, tutorials, online discussions, individual and group presentations) scheduled for them, and to study all material provided to them or required to be accessed by them to maximize their chance of meeting the objectives of the course and to be informed of course-related activities and administration.

2 Students will required regular access to email and internet access for this course.

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

4 All assessment items must be created using appropriate software.