Description: Computer Based Resources 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>5471</td>
<td>20768</td>
<td>1, 2003</td>
<td>EXT</td>
<td>1.00</td>
<td>TW MBA</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
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>
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<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>
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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, Queensland, Brisbane.


**STUDENT WORKLOAD REQUIREMENTS**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Assessment</td>
<td>20</td>
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<tr>
<td>Directed Study</td>
<td>70</td>
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<tr>
<td>Private Study</td>
<td>70</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>11 Apr 2003</td>
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<tr>
<td>ASSIGNMENT 2</td>
<td>60.00</td>
<td>60.00</td>
<td>Y</td>
<td>13 Jun 2003</td>
</tr>
</tbody>
</table>

**ASSESSMENT NOTES**

1. There are no attendance requirements for this course. However, it is the students' responsibility 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. Participation in on-line discussion groups. Students are required to participate in Online Discussion groups throughout the semester. The first assignment required 3 submissions and a 500 word summary of discussion to that point. The second assignment requires 2 submissions and a 500 word summary of discussion in the latter part of the semester. A submission will comprise approximately 100 words relevant to the designated topics.

3. To complete each of the assignments satisfactorily, students must obtain at least 50% of the marks available.
4 If students submit assignments after the due date without prior approval then a penalty of 10% of the total marks gained by the student for the assignment will apply for each working day late.

5 To be assured of receiving a passing grade a student must submit all of the summative assessment items and achieve at least 50% of the available weighted marks for those items.

6 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.

7 The due date for an assignment is the date by which a student must despatch the assignment to the USQ. The onus is on the student to provide proof of the despatch date, if requested by the Examiner.

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

9 In accordance with the University's Assignment Extension Policy (Regulation 5.6.1) the examiner of a course may grant an extension of the date of an assessment item in extenuating circumstances.

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

11 The Faculty will NOT accept submission of assignments by facsimile or e-mail.

12 Students who do not have regular access to postal services or who are otherwise disadvantaged by these regulations may be given special consideration. They should contact the examiner of the course to negotiate such special arrangements.