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>
</thead>
<tbody>
<tr>
<td>EDU</td>
<td>1471</td>
<td>66487</td>
<td>2, 2007</td>
<td>ONC</td>
<td>1.00</td>
<td>Fraser Coast</td>
</tr>
</tbody>
</table>

Academic group: FOEDU
Academic org: FOE003
Student contribution band: National Priority Teaching
ASCED code: 070100

STAFFING
Examiner: Henriette van Rensburg
Moderator: Peter Albion

OTHER REQUISITES
State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html.

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 artefacts, 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.

SYNOPSIS
Students will develop an understanding of technology as one of the Key Learning Areas. An emphasis will be placed on the distinction between this and other topical issues in education, such as learning technology, information technology, and educational technology. Topics will include development of the KLA; an introduction to syllabus documents; and a consideration of current technology education implementation issues, and future possibilities within the various educational sectors. The course will consider the four strands of the KLA within an outcomes based education framework, and provide students with opportunities to identify relevant student learning experiences. Issues relating to technological appropriateness, learning contexts, and technology management will be addressed.
OBJECTIVES

The course objectives define the student learning outcomes for a course. The assessment item(s) that may be used to assess student achievement of an objective are shown in parenthesis. On completion of this course students will be able to:

1. discuss curriculum documents and implementation issues relating to the Technology KLA (Task 3 and Curriculum Materials)
2. demonstrate an understanding of the vocabulary of the Technology KLA and differentiate between this terminology and current discussion surrounding other technological contexts (Task 1 and Task 3)
3. identify and describe the four strands of the Technology KLA Queensland syllabus (Task 3, Project 1 and Project 2)
4. demonstrate familiarity with current technology education implementation issues within the primary and secondary schooling sectors (Task 2, Task 4, and Project 1)
5. identify ways in which the technology process may be applied to observed classroom learning experiences (Task 2 and Task 4)
6. plan for outcomes using Technology KLA as an integrating device (Task 2, Task 4 and Project 1)
7. discuss issues relating to technological appropriateness, the availability of learning contexts within differing school environments, and aspects of technology management (Project 1, Project 2, Task 2 and Task 1)
8. define and discuss the concept of technological literacy (Task 3 and Project 1)
9. demonstrate knowledge of course content using appropriate modes and conventions of expression (All assessment items).

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definitions of the Technology KLA - an historical perspective; national and international comparisons; difference between the KLA and other references to technological issues</td>
<td>10.00</td>
</tr>
<tr>
<td>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</td>
<td>25.00</td>
</tr>
<tr>
<td>Curriculum integration</td>
<td>15.00</td>
</tr>
<tr>
<td>Technology education implementation issues; specific learning contexts within schooling using the Technology KLA as a basis for learning modeling the technology process</td>
<td>25.00</td>
</tr>
<tr>
<td>Identification of the technology process; definitions of technological literacy; technological appropriateness; identification of technology education learning experiences</td>
<td>25.00</td>
</tr>
</tbody>
</table>

TEXT and MATERIALS required to be PURCHASED or ACCESSED

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within
Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at http://bookshop.usq.edu.au click 'Semester', then enter your 'Course Code' (no spaces).

There are no prescribed texts in this course.

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.


Fleer, M & Sukroo J 1995, I can make my robot dance: technology for 3-8 year olds, Curriculum Corporation, Melbourne.

Harriman, S 1996, Carrots, kites and traffic lights: upper primary technology, Curriculum Corporation, Melbourne.

Harriman, S 1996, Design it, make it, appraise it, Curriculum Corporation, Melbourne.


Paterson, M 1997, Thematic problem solving using technology and enterprise, Ready-Ed Publications, Greenwood, WA.

Ramsay, B, Ryan, J & Dick, B 1995, Using the technology profile, Curriculum Corporation, Carlton, VIC.


STUDENT WORKLOAD REQUIREMENTS

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>36.00</td>
</tr>
<tr>
<td>Directed Study</td>
<td>60.00</td>
</tr>
<tr>
<td>Lectures</td>
<td>24.00</td>
</tr>
<tr>
<td>Private Study</td>
<td>33.00</td>
</tr>
<tr>
<td>Tutorials</td>
<td>12.00</td>
</tr>
</tbody>
</table>

ASSESSMENT DETAILS

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks out of</th>
<th>Wtg(%)</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>TASK 1: POS PAPER &amp; DISCUSSION</td>
<td>12.00</td>
<td>12.00</td>
<td>20 Aug 2007</td>
</tr>
<tr>
<td>(see note 1)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TASK 2: DESIGN BRIEFS</td>
<td>12.00</td>
<td>12.00</td>
<td>27 Aug 2007</td>
</tr>
<tr>
<td>TASK 3: LETTER TO PARENTS</td>
<td>12.00</td>
<td>12.00</td>
<td>03 Sep 2007</td>
</tr>
<tr>
<td>TASK 4: RESOURCE REVIEW</td>
<td>14.00</td>
<td>14.00</td>
<td>10 Sep 2007</td>
</tr>
<tr>
<td>PROJ 1: CURRICULUM MATERIALS</td>
<td>25.00</td>
<td>25.00</td>
<td>26 Oct 2007</td>
</tr>
<tr>
<td>PROJ 2: INDIVIDUAL REPORT</td>
<td>25.00</td>
<td>25.00</td>
<td>02 Nov 2007</td>
</tr>
</tbody>
</table>

NOTES
1. This item of assessment due in tutorial of this week.

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 satisfactorily complete an individual assessment item a student must achieve at least
   50% of the marks.

3 Penalties for late submission of required work:
   If students submit assignments after the due date without prior approval of the examiner
   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 complete and submit all of the
   summative assessment items and must achieve at least 50% of the total weighted marks
   available for the course.

5 Method used to combine assessment results to attain final grade:
The final grades for students will be assigned on the basis of the aggregate of the weighted 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:
As there are no examinations in this course, there will be no Deferred or Supplementary examinations.

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/corporateservices/calendar/part5.htm or in the current USQ Handbook.

ASSESSMENT NOTES

1 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.

2 Students must retain a copy of each item submitted for assessment. This must be produced within twenty-four (24) hours of receipt of request being made by the examiner. The student must retain this copy until the grade for this course has been finalised.

3 In accordance with the University’s assignment extension policy (Regulation 5.6.1), the examiner may grant an extension of the due date of an assignment in extenuating circumstances.

4 The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media. The Faculty will NOT accept submission of assignments by facsimile. 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.

5 Students who have undertaken all of the required assessments in a course but who have failed to meet some of the specified objectives of a course within the normally prescribed time may be awarded the temporary grade: IM (Incomplete - Make up). An IM grade will only be awarded when, in the opinion of the examiner, a student will be able to achieve the remaining objectives of the course after a period of non-directed personal study.

6 Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment or to sit for an examination at the scheduled time may apply to defer an assessment in a course. Such a request must be accompanied by appropriate supporting documentation. One of the following temporary grades may be awarded IDS (Incomplete - Deferred Examination); IDM (Incomplete - Deferred Make-up); IDB (Incomplete - Both Deferred Examination and Deferred Make-up).

7 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.

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

9 Summative assessment items will receive a numerical score. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.
OTHER REQUIREMENTS

1 IMPORTANT NOTE: Working with Children: State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the state of Queensland*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc.) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'. For further information: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html. *If you are undertaking practical experience outside the state of Queensland, Australia you should check local requirements.