EDSE12024 *Digital Pedagogies in Secondary Schools*
Term 1 - 2020

Profile information current as at 04/05/2024 09:37 pm

General Information

Overview

This unit explores the technological competencies required within a 21st century connected society. It looks at the theoretical underpinnings of e-learning and how technology provides a platform for inclusivity, creativity and innovation with a particular focus on Web 2.0 interconnectivity. This unit is both theoretical and practical and provides opportunities to develop, refine and reflect upon skills and literacies associated with e-learning. While providing opportunities to expand and enhance the existing repertoire of technological competencies of pre-service teachers, the unit also encourages them to continue to reflect upon the cultural and critical dimensions of technological literacies.

Details

Career Level: *Undergraduate*
Unit Level: *Level 2*
Credit Points: *6*
Student Contribution Band: *7*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

Prerequisite EDFE11038 Professional Practice 1 - Introduction to Teaching
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the Assessment Policy and Procedure (Higher Education Coursework).

Offerings For Term 1 - 2020

- Bundaberg
- Mackay
- Noosa
- Online
- Rockhampton

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.

Class and Assessment Overview

Recommended Student Time Commitment
Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses
Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses
Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview
1. **Written Assessment**
Weighting: 50%
2. **Portfolio**
Weighting: 50%

Assessment Grading
This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student evaluations and tutors.

Feedback

Assessment 2 requirements can be confusing.

Recommendation

A single master document should be created outlining all of the elements required for successful submission of Assessment 2.

Feedback from Student evaluations, unit coordinator reflection.

Feedback

Examples of how digital technologies can be used in each of the discipline areas would support better insight into relevant digital pedagogy.

Recommendation

A new section will be added to the Moodle materials, drawn from authentic and documented classroom practice, which supports better linkage between general digital pedagogy and the pedagogy that supports different curriculum areas.

Feedback from Student evaluations and emails.

Feedback

This has by far been the best-designed unit I have done at CQU. The best aspects included exposure to a wide variety of practical technologies and strategies I can use in the classroom to substitute traditional methods; adjust to student needs; modify to account for student progress and redefine to cater to 21st Century learning goals

Recommendation

The content in this unit will continue to be reviewed each year to meet requirements of the 21st Century.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Develop and evaluate strategies to differentiate learning in ICT-rich learning environments to meet individual learning needs
2. Design and create learning plans in which learner engagement is transformed by the use of ICT
3. Propose learning strategies that are inclusive and learner-centred
4. Model and support legal, safe and ethical practice in learners
5. Participate in and contribute to the development of a professional online learning community.

Successful completion of this unit provides opportunities for students to engage with the Australian Professional Standards for Teachers (Graduate Career Stage) focus areas of:

1.2 Understand how students learn
1.5 Differentiate teaching to meet the learning needs of students across the full range of abilities
2.6 Information and Communication Technology
3.4 Select and use resources
4.1 Support student participation
4.5 Use ICT safely, responsibly and ethically
6.2 Engage in professional learning and improve practice

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level ∘ Introductory Level Intermediate Level • Graduate Level ∘ Professional Level ∘ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Written Assessment - 50%	•	•	•	•	•
2 - Portfolio - 50%	•	•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Communication		∘	∘		∘
2 - Problem Solving	∘		∘		
3 - Critical Thinking	∘		∘	∘	
4 - Information Literacy	∘		∘	∘	
5 - Team Work					∘
6 - Information Technology Competence	∘		∘	∘	
7 - Cross Cultural Competence					∘
8 - Ethical practice	∘		∘	∘	
9 - Social Innovation					
10 - Aboriginal and Torres Strait Islander Cultures					

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 50%	∘	∘	∘	∘		∘		∘		
2 - Portfolio - 50%	∘	∘	∘	∘	∘	∘	∘	∘		

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition (APA 6th edition)](#)
For further information, see the Assessment Tasks.

Teaching Contacts

Corey Bloomfield Unit Coordinator
c.bloomfield@cqu.edu.au

Schedule

Week 1: The contemporary classroom - 09 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
The contemporary teacher The contemporary learner	*Links and readings in Moodle, including:* JISC (2012). Digital futures in teacher education Chapter 1: About Digital Literacy. Ratinecas, P. (2015). Meet Generation Z. Willis, J. (2011). The science of learning. Robinson, K. (2006). Do schools kill creativity?	• Participate in all Moodle readings and activities.

Week 2: The nature of digital pedagogy - 16 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
The nature of digital pedagogy	*Links and readings in Moodle, including:* Smartcopying website. Baker, R. (nd). Pedagogies and digital content in the Australian school sector. Education Services Australia. Collins, R. (2014) Skills for the 21st Century: Teaching higher order thinking. Curriculum and Leadership Journal, 12(14).	• Participate in all Moodle readings and activities.

Week 3: Digital tools 1 - Web spaces - 23 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic

		• Participate in all Moodle readings and activities. • Complete and submit Embedded Task 1.
Digital Technologies 1: Web spaces	*Links and readings in Moodle.*	

Week 4: Digital tools 2 - Digital media - 30 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Digital Technologies 2: Digital media	*Links and readings in Moodle, including:* Jones, B. & Flannigan, S. (nd). Connecting the digital dots: Literacies of the 21st Century. New Media Consortium.	• Participate in all Moodle readings and activities • Complete and submit Embedded Task 2

Week 5: Digital tools 3 - Presenting learning - 06 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Digital Technologies 3: Presenting learning- Integrating learning	*Links and readings in Moodle* *The Australian Curriculum: General Capabilities, ICT*	• Participate in all Moodle readings and activities • Complete and submit Embedded Task 3

Vacation Week - 13 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic

Week 6: Extending pedagogy - 20 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Grow your pedagogy: Authentic, problem-based learning The Australian Curriculum General Capabilities	*Links and readings in Moodle, including:* Revington, S. (nd). Defining Authentic Learning. Australian Curriculum: General Capabilities	• Participate in all Moodle readings and activities • Complete Portfolio item: General Capabilities statements • Complete and submit Reflective Synopsis **Analysis of Digital Technologies** Due: Week 6 Friday (24 Apr 2020) 11:45 pm AEST

Week 7: General capabilities and digital pedagogy - 27 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
General Capabilities and digital pedagogy	*Links and readings in Moodle, including:* The Australian Curriculum: General Capabilities, ICT	• Participate in all Moodle readings and activities • Complete Portfolio item General Capabilities Pedagogy map

Week 8: Online collaboration and professional learning - 04 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Online collaboration and professional learning	*Links and readings in Moodle, including:* Dron, J. & Anderson, T. (2014). Teaching crowds: Learning and social media. Athabasca University Press UNESCO (2014). ICT4Edu Trends. NEA (ND). Preparing 21st Century students for a global society: An educator's guide to the "Four Cs"	• Participate in all Moodle readings and activities • Create digital curation collection with curator insight

Week 9: Online collaboration and professional learning - 11 May 2020

Module/Topic	Chapter	Events and Submissions/Topic

	Links and readings in Moodle, including:	
Online collaboration and professional learning.	Dron, J. & Anderson, T. (2014). Teaching crowds: Learning and social media. Athabasca University Press UNESCO (2014). ICT4Edu Trends. NEA (ND). Preparing 21st Century students for a global society: An educator's guide to the "Four Cs" Case, J. M., Marshall, D., & Linder, C. (2010). Being a student again: A narrative study of a teacher's experience. Teaching in Higher Education, 15(4), 423-433. http://dx.doi.org/10.1080/13562510903560028	• Participate in all Moodle readings and activities • Complete Scoop.it collection, collaboration and networking • Start mini-unit design

Week 10: ICT learning design and learning narratives - 18 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Learning Design with ICT Learning narratives	*Links and readings in Moodle*	• Participate in all Moodle readings and activities • Design your mini-unit • Complete ICT plan for your mini-unit (to be included in your mini-unit plan) • Complete Student narrative

Week 11: Professional learning expectations and standards - 25 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Professional learning: standards and reflection New technologies	*Links and readings in Moodle, including:* AITSL standards - ICT elaborations New Media Consortium (2016). Horizon Report, K-12 Edition.	• Participate in all Moodle readings and activities • Complete reflection on AITSL standards 6.2 and 7.4 and online collaboration experience.

Week 12: Assessment preparation and submission - 01 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
e-Portfolio, feedback and reflection		**e-Learning Design Portfolio** Due: Week 12 Thursday (4 June 2020) 11:45 pm AEST

Review/Exam Week - 08 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 15 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Analysis of Digital Technologies

Assessment Type
Written Assessment

Task Description

Task Description
This assessment task will be completed in your blog. It comprises Part A: a series of weekly embedded tasks, and culminating in Part B:the submission of a Reflective Synopsis.

Part A: Weekly Embedded Tasks resulting in Reflection 1-3
Each week, of weeks 3, 4, and 5 you will submit a blog posting (reflection 1 – 3) in response to an embedded activity and task. These are outlined in the Moodle unit materials. Each posting will accrue 6 marks (a total of 18 marks out of 50, or 36% of your overall grade for Assessment 1).
Late submission of these embedded tasks will not be allowed except by arrangement with your tutor. Systematic and regular blog postings and participation in course activities is essential. The reflective synopsis component of Assessment

1 (Part B) requires a reflection on your professional learning through blog commenting. The purpose of commenting is to make a timely contribution to the learning of others.

Reflections 1 – 3 will be graded and responded to within the shortest possible time with formative feedback for improvement discussed in weekly tutorials. They will be drawn from your exploration of three weekly groups of digital tools. Tasks submitted late without prior approval may receive a grade, but limited feedback.

Details

The details of these submissions are embedded in the Moodle materials, and more details together with the marking criteria are to be found in the Key Unit Information, at the top of the unit Moodle Home Page.

Part B: Reflective Synopsis (1,500 words)

Your reflective synopsis draws together the key ideas and conclusions emerging from your reflections. These reflections include the embedded assessment tasks, as well as your responses to the reflection prompts from Weeks 1 and 2.

It provides an overview of the learning process and what you have learned. It then proceeds to draw upon your experiences by identifying how your beliefs, knowledge and skills (both technical and pedagogical) have grown or been developed. In this process, you should support your claims through a reference to the readings (or other sources presented in the unit) and to your own experience.

In this way, you will link the impact and intent of engagement with the resources and activities of this course on your beliefs, knowledge and skills with regard to digital pedagogy and e-learning.

Your reflective synopsis will present a summarising conclusion that identifies how your learning will support future learning.

Your reflective synopsis will also include a paragraph on professional learning, and provide justified examples of how online interaction with others in the form of blog postings, through providing and responding to feedback, has enhanced your professional growth and understanding of online professional learning as a teacher. Evidence can be provided through links to blog posts and comments, or through the insertion of screen captures.

Details

Details of the Reflective Synopsis and marking criteria are to be found in the Key Unit Information, at the top of the unit Moodle Home Page.

Assessment Due Date

Week 6 Friday (24 Apr 2020) 11:45 pm AEST

This assignment includes three small nested tasks (Part A), which are due weekly in Weeks 3, 4 and 5 as outlined. Each task has its own assessment submission link in Moodle. The Reflective Synopsis (Part B) consolidates learning and is due in Week 6.

Return Date to Students

This assignment will be returned to students with sufficient time to allow for academic support and advice where necessary, prior to the submission of the next assessment task.

Weighting

50%

Assessment Criteria

- Propose learning strategies that are inclusive and learner-centred.
- Participate in and contribute to the development of a professional online learning community.
- Develop and evaluate strategies to differentiate learning in ICT-rich learning environments to meet individual learning needs.
- Design and create learning plans in which learner engagement is transformed by the use of ICT.
- Model and support safe, legal and ethical practice.

Referencing Style

- [American Psychological Association 6th Edition (APA 6th edition)](#)

Submission

Online

Submission Instructions

Please submit a Word document for each weekly task with a link to your blog and any other relevant online sites. Please submit your Reflective Synopsis as a Word document. If you wish to provide additional information beyond inserted screen captures, please provie these as links within your text.

Learning Outcomes Assessed

- Develop and evaluate strategies to differentiate learning in ICT-rich learning environments to meet individual learning needs
- Design and create learning plans in which learner engagement is transformed by the use of ICT
- Propose learning strategies that are inclusive and learner-centred
- Model and support legal, safe and ethical practice in learners
- Participate in and contribute to the development of a professional online learning community.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Ethical practice

2 e-Learning Design Portfolio

Assessment Type
Portfolio

Task Description

Task Overview

When you plan a sequence of learning experiences, it is always founded upon the nature of the content, the learning outcomes, and your values and beliefs about effective classroom pedagogy and learning.

This task is designed to make explicit to the reader your decision-making process and thinking as you work towards the engagement of your learners in a short sequence of lessons in your classroom. The designed learning sequence should meet the descriptors of learning at the modification and redefinition levels of SAMR as has been expanded upon in Assessment 1, Reflective Synopsis. It should demonstrate high-end digital pedagogy, and complex, problematic, authentic learning.

- The learning sequence will be drawn from an idea/site/resource that you have discovered online. The assessment task uses digital curation as a collaborative process through which you will share, and possibly find your selected resource.
- As part of the process of finding and selecting resources, you will create and share, and engage with others through the creation of a digital curated collection of artefacts in a Scoop.it site. As with Assessment 1, this task is built upon timely and active participation in the unit and its activities.
- As a group, you are inter-dependent, and you will demonstrate and evidence this professional engagement through interchanges in your curated digital collections of teaching ideas. This interchange will inform a final reflection on your professional engagement as it is aligned with AITSL Graduate Standards 6.2 and 7.4.
- Your decision-making processes will be scaffolded through a series of tasks, embedded in the Moodle materials. Each of the tasks will result in the creation of an portfolio artefact which will be uploaded and stored in your Google site portfolio. Together, these artefacts will justify your decisions as you plan your learning series, and which act together as a collection of items that are presented in your portfolio to demonstrate your insight.
- Your portfolio will culminate in a learning narrative, which is written from the perspective of a learner in your classroom. It is the story of the key events experienced by your learner as they proceed through the learning sequence. It will evidence the actioning of the plans that you have drawn together.

Your portfolio will be presented as a Google Sites website, however it is anticipated that it will likely include artefacts (linked and embedded) that may be presented in other online sites.

The total length of this task is anticipated to be the equivalent of 3000 words.A minimum grade of 50% in this task is required to pass the task, and the unit overall.

Task Details

The portfolio artefacts are created regularly throughout Weeks 6 – 10. Details and models will be presented in the Moodle materials each week.

The portfolio must include the following, in the form of your choice:

- A pedagogy 'map' that integrates digital pedagogy with the Australian Curriculum: General Capabilities for your discipline area.

- A link to a curated collection of digital resources, in which a single resource/artefact is selected to underpin the design of a learning sequence that maximises the potential of digital pedagogy. If you are combining more than one element, identify both/all of them.
- A link to your curator's insight which is attached to your single resource/artefact (or your nominated collection) in your curated collection that shares your insight into the value of the artefact(s) to support transformative learning design, and how it will be used in your classroom context.
- The development of a learning sequence, based on this selected resource/artefact that reflects the pedagogy identified in your pedagogy 'map', as well as the use of digital technologies to transform learning as identified in your ICT alignment.
- A brief profile of a representative student in your class, including their learning needs. A narrative written from the perspective of the student (written in first person), showing how your students will "live" the digital pedagogy that you have identified in your pedagogy and ICT alignment map.

As in Assessment task 1, these artefacts are regarded as documentation of your learning from Weeks 6 through 12, and it is not intended that they are only created for assessment purposes. Thus, it is anticipated that they are generated progressively through the term in response to the course materials and activities.

Further details are available in the in the Key Unit Information in the unit Moodle Home Page.

Assessment Due Date
Week 12 Thursday (4 June 2020) 11:45 pm AEST
This task must be uploaded using the Assessment 2 link in Moodle. It should be in the form of a Word document that contains a link to your Google site Portfolio.

Return Date to Students

Feedback on this final assessment response will be provided following University Assesment policy.

Weighting
50%

Minimum mark or grade
50%

Assessment Criteria

- Propose learning strategies that are inclusive and learner-centred.
- Participate in and contribute to the development of a professional online learning community.
- Develop and evaluate strategies to differentiate learning in ICT-rich learning environments to meet individual learning needs.
- Design and create learning plans in which learner engagement is transformed by the use of ICT.
- Model and support safe, legal and ethical practice

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Submission Instructions
Please submit a Word document that contains the relevant sections of the task as outlined above. Please provide a link to your online space within which you have assembled your artefacts as outlined in the task. Please ensure that, where necessary, you include login details (username and password) to allow access to your site.

Learning Outcomes Assessed

- Develop and evaluate strategies to differentiate learning in ICT-rich learning environments to meet individual learning needs
- Design and create learning plans in which learner engagement is transformed by the use of ICT
- Propose learning strategies that are inclusive and learner-centred
- Model and support legal, safe and ethical practice in learners
- Participate in and contribute to the development of a professional online learning community.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking

- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

Be Honest
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

Seek Help
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

Produce Original Work
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem