OLTC20006 *Learning in a Digital Age*
Term 3 - 2017

Profile information current as at 17/05/2024 04:47 pm

All details in this unit profile for OLTC20006 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

Learning in a digital age examines the role of technology in adult and tertiary education. You will explore emerging educational technologies and investigate their impact on learning and teaching, especially with regard to changes in student engagement. You will examine the social, cultural and economic impact that digital technologies will have on tertiary education now and into the future. You will learn how to appropriately investigate, integrate, review and evaluate educational technologies within the learning and teaching context.

Details

Career Level: *Postgraduate*
Unit Level: *Level 8*
Credit Points: *6*
Student Contribution Band: *7*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

Prerequisite: OLTC20005 Adult Learning in Practice
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 3 - 2017

- Distance

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 Postgraduate 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: Pass/Fail
2. **Written Assessment**
Weighting: Pass/Fail

Assessment Grading
This is a pass/fail (non-graded) unit. To pass the unit, you must pass all of the individual assessment tasks shown in the table above.

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.

Unit Learning Outcomes

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

1. Explore emerging technologies impacting on tertiary education
2. Evaluate digital technologies for use in specific learning and teaching contexts
3. Integrate digital technology into learning and teaching practice
4. Examine the social, cultural and economic impact of digital technology in tertiary education
5. Reflect on the changing architecture of participation afforded by digital technology.

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 - 0%	●			●	●
2 - Written Assessment - 0%		●	●		

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Knowledge	○	○		○	
2 - Communication	○				○
3 - Cognitive, technical and creative skills	○		○		
4 - Research					
5 - Self-management		○			
6 - Ethical and Professional Responsibility			○		
7 - Leadership			○		
8 - 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
1 - Written Assessment - 0%	○	○	○					
2 - Written Assessment - 0%	○		○		○	○		

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 styles below:

- American Psychological Association 6th Edition (APA 6th edition)
- Harvard (author-date)

For further information, see the Assessment Tasks.

Teaching Contacts

Colin Beer Unit Coordinator
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Schedule

Topic 1. Overview and Exploration - 06 Nov 2017

Module/Topic	Chapter	Events and Submissions/Topic

Topic 2. Example Digital Technologies - 20 Nov 2017

Module/Topic	Chapter	Events and Submissions/Topic
		Assessment 1 due 15/12/2017

Topic 3. Frameworks for evaluating digital technologies - 04 Dec 2017

Module/Topic	Chapter	Events and Submissions/Topic
		Explore and evaluate digital technologies Due: Week 5 Friday (15 Dec 2017) 10:59 pm AEST

Topic 4. Integrating digital technologies - 02 Jan 2018

Module/Topic	Chapter	Events and Submissions/Topic

Topic 5. Social, cultural and economic impact of digital technologies - 15 Jan 2018

Module/Topic	Chapter	Events and Submissions/Topic

Topic 6. The changing architecture of participation - 29 Jan 2018

Module/Topic	Chapter	Events and Submissions/Topic
		Assessment 2 due 2/2/2017
		The changing landscape of technology in higher education Due: Week 11 Friday (2 Feb 2018) 11:59 pm AEST

Assessment Tasks

1 Explore and evaluate digital technologies

Assessment Type
Written Assessment

Task Description
Please refer to the Moodle site for this unit for up to date assessment information!
As with any assessment, it is important that you demonstrate achievement of the learning outcomes. The learning outcomes associated with this particular assessment are:
1. Explore emerging technologies impacting on tertiary education.
2. Evaluate digital technologies for use in specific learning and teaching contexts.
3. Integrate digital technology into learning and teaching practice.

Your task
Using your blog site, publish the following:
1. Select a digital technology that you are interested in or you think might be useful in your learning and teaching context.
2. Evaluate your technology for use in a specific learning and teaching context thinking about things like: What are the affordances of the technology? Why do you think this technology might be useful? What evidence exists that supports the usefulness of this technology? What are the steps you might take to evaluate or trial this technology to test its appropriateness for your context?
3. How would you integrate this technology into your learning and teaching context noting things like: What level is the technology likely to contribute? Eg University, School, Course, Unit, activity, assessment etcetera? How does the technology support your pedagogical design? How does the technology integrate with your organisation's systems? Eg student authentication, privacy, assessment submission etc

Assessment Due Date
Week 5 Friday (15 Dec 2017) 10:59 pm AEST

Return Date to Students
Week 7 Friday (5 Jan 2018)

Weighting
Pass/Fail

Assessment Criteria
Assessment Criteria
Communication – The blog post is persuasive and compelling. Clarity of purpose and coherence of expression (spelling, grammar, syntax); appropriately written conventions used.
Evaluation – the blog uses a methodical approach to critically evaluate the chosen technology for its usefulness in your learning and teaching context.
Integration – the blogs provide insights into your learning and teaching context, pedagogical design and how the chosen technology could enhance your learning and teaching.
Scholarship – the critical evaluation of the chosen digital technology is supported by the integration of knowledge/research of principles and practices.

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)
- Harvard (author-date)

Submission
Online

Learning Outcomes Assessed

- Explore emerging technologies impacting on tertiary education
- Examine the social, cultural and economic impact of digital technology in tertiary education
- Reflect on the changing architecture of participation afforded by digital technology.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills

2 The changing landscape of technology in higher education

Assessment Type
Written Assessment

Task Description
As with any assessment, it is important that you demonstrate achievement of the learning outcomes. The learning outcomes associated with this particular assessment are:

4. Examine social, cultural and economic impact of the digital age on tertiary education
5. Reflect on the changing architecture of participation afforded by digital technology.

Your task

Pretend that I am a crusty old business professor who has taught in the tertiary sector all my life. My teaching model is very much "The Sage on the Stage". I deliver two-hour lectures to students and in turn, they use the knowledge that I impart to complete their two 3,000 word essays. I only teach face-to-face although I am under pressure from my university to deliver my unit online, something I am vigorously opposing.

You and I are having a friendly argument. I say that education is fine the way it is and that education does not need to change to accommodate what I believe to be a passing fad.

Using the blog that you created in the first assessment, your job is to:

  Convince me that the way I currently interact with our students might be flawed
  Convince me that the way that I employ and even conceptualise technology in tertiary education is 'behind the times'
  Convince me that the shift from the industrial to the digital age has created a new paradigm for tertiary education, and higher education has to adapt.

Assessment Due Date
Week 11 Friday (2 Feb 2018) 11:59 pm AEST

Return Date to Students
Week 12 Friday (9 Feb 2018)

Weighting
Pass/Fail

Assessment Criteria
Communication – The blog post is persuasive and compelling. Clarity of purpose and coherence of expression (spelling, grammar, syntax); appropriate written conventions used.

Arguments –Compelling arguments were raised that addressed each of the three points.

Use of hypertext and media – use the affordances of the blogs were present.

Scholarship – the critical evaluation of the chosen digital technology is supported by the integration of knowledge/research.

Referencing Style

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

Submission
Online

Learning Outcomes Assessed

- Evaluate digital technologies for use in specific learning and teaching contexts
- Integrate digital technology into learning and teaching practice

Graduate Attributes

- Knowledge
- Cognitive, technical and creative skills
- Self-management
- Ethical and Professional Responsibility

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