

UNIT OUTLINE FOR EDU232.7 Digital Technologies

Name of Unit 1 (Unit Code 1)
Digital Technologies (EDU232.7)

SECTION 1 – GENERAL INFORMATION

Administrative details

Associated higher education awards	Duration	Level <i>(for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)</i>	Unit Coordinator <i>(incl. academic title)</i>
Bachelor of Education – Secondary	One semester	2 nd year	Head of Program

Core or elective unit

Indicate if the unit is a

- core unit
 elective unit
 other (please specify below):

Unit weighting

Using the table below, indicate the credit point weighting of this unit and the credit point total for the course of study (for example, 10 credit points for the unit and 320 credit points for the course of study).

Unit credit points	Total course credit points
6 credit points	192 credit points

Student workload

Using the table below, indicate the expected student workload per week for this unit.

No. timetabled hours per week	No. personal study hours per week	Total workload hours per week
3	6	9

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: 0 hours per week

Pre-requisites and co-requisites

Are students required have undertaken a prerequisite or co-requisite unit for this unit?

- Yes No

If **YES**, provide details of the prerequisite or co-requisite requirements below.

Pre-requisite: EDU131.5 Curriculum Understandings

SECTION 2 – ACADEMIC DETAILS**Brief description of the content of the unit**

This unit explores key issues and critical perspectives related to the integration and use of digital technologies within the classroom. Students will critically reflect on their own digital literacy and assumptions related to technology, as well as their capacity to integrate digital technologies into teaching practice. They will develop an understanding of the ACARA Digital Technologies curriculum, and ICT General Capability and be provided with opportunities to utilise the curriculum within a classroom context.

Learning outcomes for the unit

Make sure that learning outcomes consist of three key elements: (i) a demonstrable / observable verb, (2) a stem, and (3) a qualifier. For example, "Explain the authorship of the Pentateuch with reference to traditional perspectives and contemporary scholarship." Make sure your key verb is consistent with the AQF level of the unit.

1. Examine critical perspectives and ethical issues related to safe, responsible and legal use of educational technology and online social platforms;
2. Apply learning by designing a unit of work incorporating the ACARA Digital Technologies curriculum and including digital resources as evidence of digital literacy and computational thinking skills.
3. Demonstrate skill in a range of digital technologies used to enhance learning and teaching.
4. Critically analyse and evaluate their own level of digital literacy and digital technology competence.
5. Identify and discuss cross curriculum applications of the Digital Technologies curriculum.

Assessment tasks

Type	Learning Outcome/s assessed	When assessed – year, session and week	Weighting
Quizzes (1000 words equivalent)	1,2	S2 at regular intervals	20%
Intro to programming course (750 words)	1,3,5	S2 Week 7	15%
Major project including critical reflection (2500 words)	1,2,3,4,5	S2 Week 14	50%
Online contribution (750 words)	1,3,4,5	S2 at regular intervals	15%

2.1 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the unit.

Prescribed reading:

Henderson, M., & Romeo, G. (2016). *Teaching and Digital Technologies: Big Issues and Critical Questions*. Cambridge University Press.

Recommended reading:

Bower, M. (2017). *Design of technology-enhanced learning: integrating research and practice*. Bingley, UK: Emerald Publishing. Available as an e-book from the Tabor Library.

Donally, J. (2018). *Learning Transported: Augmented, Virtual and Mixed Reality for All Classrooms*. Portland, Oregon: International Society for Technology in Education.

Gaddis, T (2018) *Starting Out With Python*, Global Edition, 4th Edition Pearson

Grant, P., & Basye, D. (2014). *Personalized learning: A guide for engaging students with technology*. International Society for Technology in Education. Available as an e-book from the Tabor Library.

Grover, D., & Vinton, Seven. (2018) *Digital Technologies for the Australian Curriculum – A Project Based Approach Years 7 & 8*. Cengage.

Grover, D., & Vinton, Seven. (2018) *Digital Technologies for the Australian Curriculum – A Project Based Approach Years 9 & 10*. Cengage.

Lesgold, A., M. (2019) *Learning for the Age of Artificial Intelligence*. Routledge.

Lindsay, J. (2016). *The Global Educator - Leveraging Technology for Collaborative Learning & Teaching*. Eugene, Oregon: International Society for Technology in Education.

Liukas, L. (2015). *Hello Ruby: Adventures in Coding*. Macmillan Publishing Group, LLC.

Poore, M. (2016). *Using social media in the classroom: A best practice guide*. Sage.

Ribble, M. (2015). *Digital Citizenship in Schools*. Eugene, Oregon: International Society for Technology in Education.

Southgate, E. (2020) *Virtual Reality in Curriculum and Pedagogy – Evidence from Secondary Classrooms*. Routledge.

Wheeler, S., & Gerver, R. (2015). *Learning with 'e's: Educational Theory and Practice in the Digital Age*. Crown House Publishing.