

EDED20485

Learning and Teaching with Technology



Profile information current as at 15-Feb-2012 14:02

e-Course Profile

All details in this course profile for EDED20485 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

This course provides students with an integrated and focused opportunity to develop a rich understanding of technology mediated learning. It aims to enhance students' ability to design, develop, implement and evaluate learning environments that draws on the theory and practice of teaching with technology. Students in this course will explore and evaluate a range of educational media and tools whilst considering contemporary issues in higher education. Particular focus is also placed on enhancing the students' understanding of eLearning, through independent exploration of eLearning approaches and systems, and evaluation of their design and application.

DETAILS

Level	Postgraduate
Credit Points	6
Student Contribution Band	7
Fraction of Full-Time Student Load	0.125
Faculty	Faculty of Arts, Business, Informatics, and Education

PRE-REQUISITES OR CO-REQUISITES

There are no prerequisites for this course.

OFFERINGS

Term 1 - 2012	Term 2 - 2012
Distance	Distance

WEBSITE

This course 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. [Go to Moodle](#)

Class and Assessment Overview

RECOMMENDED STUDENT TIME COMMITMENT

Each 6-credit Postgraduate course at CQUniversity requires an overall time commitment of an average of 12 hours of study per week making 144 hours for the course.

CLASS TIMETABLE

- [Regional Campuses](#) - [Bundaberg, Emerald, Gladstone, Mackay, Noosa, Rockhampton]
- [Metropolitan Campuses](#) - [Brisbane, Gold Coast, Melbourne, Sydney]
- Melior Campus - see your campus staff

ASSESSMENT OVERVIEW

Assessment Task	Weighting
1. Written Assessment	50%
2. Practical and Written Assessment	50%

CQUniversity Policies

All University policies are available on the [IMPortal](#).

You may wish to view these policies:

- [Assessment of Coursework Procedures](#)
- [Grades and Results Procedure](#)
- [Review of Grade Policy](#)
- [Plagiarism Procedures](#)
- [Student Misconduct and Plagiarism Policy](#)
- [Monitoring Academic Progress Policy](#)
- [Monitoring Academic Progress Procedures](#)
- [Refund Excess Payments \(Credit Balances\) Policy](#)
- [Student Complaints Policy](#)
- [Use of Internet, E-mail and Computing Facilities Policy](#)

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [IMPortal](#).

Previous Student Feedback

EVALUATION

Term 1 - 2011: The overall satisfaction for students in the last offering of this course was 3.5 (on a 5 point Likert scale), based on a 33.33% response rate.

FEEDBACK, RECOMMENDATIONS AND RESPONSES

Every course 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	Source	Recommendation
Activities are difficult to navigate	Self reflection	Addition resources/checklist and combine all activities in to one document
Existing learning outcomes inconsistent with assessment	Self reflection	Amend learning outcomes. Refer to 4.2
Level of assessment not rigorous enough for high achievers	Students	Amend assessment to allow for all levels of achievement

Learning Outcomes

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

1. Critically analyse the theory and practice of teaching with technology and impact on facilitating learning.
2. Evaluate the potential of new technologies for addressing contemporary issues in higher education.
3. Explain and critically analyse the pedagogical rationale for the design of eLearning solutions.
4. Evaluate knowledge and skills in designing and facilitating technology-mediated learning.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

ALIGNMENT OF ASSESSMENT TASKS TO LEARNING OUTCOMES

Assessment Tasks	Learning Outcomes			
	1	2	3	4

1 - Written Assessment	o	o		
2 - Practical and Written Assessment			o	o

Term 1 - 2012

Textbooks and Resources

TEXTBOOK INFORMATION

There are no required textbooks.

IT RESOURCES

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Course Website

Referencing Style

All submissions for this course must use the **American Psychological Association (APA)** referencing style. Details can be obtained [here](#). For further information, see the Assessment Tasks below.

Teaching Contacts

Course Coordinator

Julie Fleming

Schedule

Week	Begin Date	Module/Topic	Chapter	Events and Submissions
Week 1	27-02-2012	Introduction		
Week 2	05-03-2012			
Week 3	12-03-2012	Active Learning		
Week 4	19-03-2012			
Week 5	26-03-2012	eLearning Design		
Vacation Week	02-04-2012			
Week 6	09-04-2012			Wiki - Web 2.0 evaluation Due Tuesday (10 Apr 12) Wiki - Web 2.0 evaluation Due Tuesday (10 Apr 12) 04:45 PM AEST
Week 7	16-04-2012	Delivery Technologies		
Week 8	23-04-2012			
Week 9	30-04-2012	Student Centred Technologies		
Week 10	07-05-2012			
Week 11	14-05-2012	Managing your own eLearning		
Week 12	21-05-2012			Product design using educational technologies Due Monday (21 May 12) Product design using educational technologies Due Monday (21 May 12) 05:00 PM AEST
Review/Exam Week	28-05-2012			

Assessment Information

This course is Pass/Fail. Please note however that each assessment task is graded (criterion-referenced) but the end result is Pass/Fail.

Assessment Tasks

WRITTEN ASSESSMENT

Assessment Title	Wiki - Web 2.0 evaluation																										
Task Description	<p>OVERVIEW</p> <p>Working as a team, you are required to explore some of the relevant Web 2.0 environments and/or applications and to evaluate the impact these could have within a 21st Century learning environment through a Wiki publication.</p> <p>STEPS</p> <p>1. Assign yourself to a team. (Go to the Moodle course site and select 'Choose a team'). A maximum of 3 students per team. You must assign yourself to a team within the first two weeks of term. You should then make contact with your team members to plan the assessment task. Please consider referring and using the documents relating to team work on the Moodle course site.</p> <p>2. As a team develop a wiki (your choice of provider such as WetPaint, Wikispaces, etc) that evaluates two Web 2.0 environments and/or applications using the three conceptual frames listed below to assist with your evaluation. Please ensure your Wiki is created as 'open to the public' and not 'private' to ensure access for marking.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">e-Learning</th> <th style="text-align: center;">Engagement</th> <th style="text-align: center;">Lifelong learning</th> </tr> </thead> <tbody> <tr> <td>What is the Web 2.0 environment and/or application being evaluated?</td> <td>What is the Web 2.0 environment and/or application being evaluated?</td> <td>What is the Web 2.0 environment and/or application being evaluated?</td> </tr> <tr> <td>What is its main purpose?</td> <td>What is its main purpose?</td> <td>What is its main purpose?</td> </tr> <tr> <td>What are the characteristics/ features that are relevant to eLearning?</td> <td>What are the characteristics/ features that are relevant to promoting engagement?</td> <td>What are the characteristics/ features that are relevant to lifelong learning?</td> </tr> <tr> <td>How are these characteristics/ features relevant to eLearning?</td> <td>How are they relevant to promoting engagement?</td> <td>How are they relevant to promoting lifelong learning?</td> </tr> <tr> <td>What are some current examples in use for eLearning?</td> <td>What are some current examples in use that facilitate engagement?</td> <td>What are some current examples in use that facilitate lifelong learning?</td> </tr> <tr> <td>What are the benefits as well as limitations from these examples?</td> <td>What are the benefits as well as limitations from these examples?</td> <td>What are the benefits as well as limitations from these examples?</td> </tr> <tr> <td>Would you recommend adopting this Web 2.0 environment and/or application in higher education for eLearning?</td> <td>Would you recommend adopting this Web 2.0 environment and/or application in higher education to facilitate engagement? If so, why so? If not, why not?</td> <td>Would you recommend adopting this Web 2.0 environment and/or application in higher education to promote lifelong learning? If so, why so? If not, why not?</td> </tr> </tbody> </table> <p>3. As you work through your evaluation and develop your wiki, you must also develop a glossary based on your exploration of Web 2.0 environments and/or applications as you have come across them. This should be a separate heading in a single page within the team wiki. Your team should identify a maximum of 20 terms used within your wiki and provide a definition on each. The definition should be paraphrased from a reliable source of information and referenced accordingly.</p>			e-Learning	Engagement	Lifelong learning	What is the Web 2.0 environment and/or application being evaluated?	What is the Web 2.0 environment and/or application being evaluated?	What is the Web 2.0 environment and/or application being evaluated?	What is its main purpose?	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	4. Finally, it is good practice to use self-reflection and peer evaluation on the tasks you have undertaken as a team for this assessment. You are asked to complete and submit the 'Self & Peer Evaluation' form which will allow you to reflect on the observations you have made about yourself and your teams contribution, professionalism and ethical practice.
Assessment Due Date	Week 6 Tuesday (10-Apr-2012) 04:45 PM AEST One team member will submit the Assessment Task 1 criteria sheet noting all team members, your team name and your wiki URL. All students must then submit the self and peer evaluation form as a separate upload.
Return Date to Students	Week 8 Monday (23-Apr-2012)
Weighting	50%
Assessment Condition	Must Pass - <i>You must pass this item to be eligible to pass the course</i>
Size	4,000 - 5,000 words
Format	The team wiki can be developed using any wiki provider such as WetPaint, Wikispaces, etc. Please ensure your wiki is created as 'open to the public' and not 'private' to ensure lecturer access.
Referencing Style	American Psychological Association (APA)
Assessment Details	Assessment Detail - Self and peer evaluation form.pdf
Assessment Criteria	Assessment Criteria - assess_1_criteria_sheet.pdf
Submission	Online By group One person from each team will provide their Wiki web address using the Assessment Task 1 criteria sheet. Please also specify your team members. Your document should be named <Team_name_.doc> for example, 'Team_B.doc'. Each individual student will need to submit their self and peer evaluation using the appropriate form. Please ensure this file is named 'student_name_number.doc' for example 'Julie_Fleming_S0192999.doc'.
Learning Outcomes Assessed	<ol style="list-style-type: none"> 1. Critically analyse the theory and practice of teaching with technology and impact on facilitating learning. 2. Evaluate the potential of new technologies for addressing contemporary issues in higher education.

PRACTICAL AND WRITTEN ASSESSMENT

Assessment Title	Product design using educational technologies
Task Description	<p>OVERVIEW</p> <p>The final assessment is to develop an e-learning product utilising some of the educational technologies you have learnt about and/or discovered in this course. The purpose of this assessment is to build, expand and enhance your existing repertoire of technological competencies and explore the affordances of educational technologies within an online learning and teaching context. Therefore, this assessment is best done within a teaching environment, i.e. a future course, although not mandatory.</p> <p>STEPS</p> <p><i>1. eLearning solution</i></p> <p>Each student will design an e-learning solution or e-product (online or offline) that will demonstrate the pedagogical application of selected new computing and communication technologies learnt throughout the course. Each student should identify within their learning/work context how their e-product can help build capacity for e-learning and/or be used as a learning tool. An example might be developing an assessment piece similar to assessment task 1 wiki. Think about how you could use a technology to enhance some part of your curriculum or assessment.</p> <p><i>2. ADDIE instructional design framework</i></p> <p>Each student will write a maximum 500 words describing their e-product using the ADDIE design framework (analysis, design, development, implementation, evaluation).</p>

	<p>What did you do, why did you do it, how did you do it, etc. A template is provided.</p> <p>3. Self evaluation and assessment</p> <p>Each student will use the assessment criteria for this task to self-evaluate their e-product and assign a grade. You must submit the assessment sheet with your e-product. Your assigned grade will be considered alongside the lecturer's criterion-based assessment of your e-product. Students should refer to the assessment criteria sheet while designing their e-product.</p>
Assessment Due Date	<p>Week 12 Monday (21-May-2012) 05:00 PM AEST</p> <p>Each student will submit the Assessment Task 2 criteria sheet ensuring you have self-evaluated your product using the criteria.</p>
Return Date to Students	Exam Week Monday (04-Jun-2012)
Weighting	50%
Assessment Condition	<p>Must Pass -</p> <p><i>You must pass this item to be eligible to pass the course</i></p>
Size	ADDIE - no more than 500 words
Format	Your product should be made accessible to your lecturer electronically either as online or offline (i.e. doesn't require internet access, a self contained product).
Referencing Style	American Psychological Association (APA)
Assessment Details	Assessment Detail - ADDIE_Evaluation_form.pdf
Assessment Criteria	Assessment Criteria - assess_2 criteria_sheet.pdf
Submission	<p>Online</p> <p>Submit Assessment Item 2 using the online submission system in Moodle, located under Assessment Item 2. Depending on the file type and size, students may need to store files in a folder and compress/zip before submission. Please contact the lecturer to discuss alternative arrangements. Students who have created websites etc should provide the url on the criteria sheet and/or ADDIE sheet. In this case, one document would be submitted.</p>
Learning Outcomes Assessed	<ol style="list-style-type: none"> 3. Explain and critically analyse the pedagogical rationale for the design of eLearning solutions. 4. Evaluate knowledge and skills in designing and facilitating technology-mediated learning.
