



CHRISTIAN HERITAGE COLLEGE

**ED645**

**EFFECTIVE PEDAGOGICAL PRACTICES  
WITHIN ICT**

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.

<b>Unit code</b>	ED645
<b>Unit name</b>	Effective Pedagogical Practices within ICT
<b>Associated higher education awards</b>	Graduate Certificate in Christian Education Master of Education
<b>Duration</b>	One semester
<b>Level</b>	Postgraduate
<b>Unit Coordinator</b>	Dr Paul Rumble
<b>Core/Elective</b>	Elective
<b>Weighting</b>	Unit credit points: 10
	Total course credit points: Graduate Certificate in Christian Education - 40 Master of Education - 80
<b>Student workload</b>	Directed study hours: 90 Personal study hours: 60 Total workload hours: 150
	Students requiring additional English language support are expected to undertake an additional 1 hour(s) per week.
<b>Delivery mode</b>	External
<b>Pre-/Corequisites</b>	Prerequisite or corequisite: ED601 Applying Worldview Studies to Christian Education <b>OR</b> ED602 Philosophical Perspectives on Education
<b>Rationale</b>	The rapid advance of ICT into the life of both students and teachers will be examined and specific developments selected for in-depth study. A particular focus will be placed on the relevance and effectiveness of new technologies as well as on any unintended outcomes.
<b>Learning outcomes</b>	On completion of this unit, students will have provided evidence that they have: <ol style="list-style-type: none"> <li>1. reviewed and reflected on the common enablers for and barriers to technology integration in educational contexts;</li> <li>2. compared, evaluated and applied various pedagogical and learning employing educational technologies;</li> <li>3. critically analysed contested issues associated with existing and emergent technologies with reference to scholarly research and current theories;</li> <li>4. developed competency in using technology through involvement in a range of technologies across curriculum areas; and</li> <li>5. communicated at an appropriate tertiary standard, with special attention to design elements, grammars, usage, logical relations, style and presentation.</li> </ol>

<b>Content</b>	<p>The range of education technologies and software.</p> <p>Enabler and barriers to the use of ICT in the classroom.</p> <p>Pedagogy and ICT.</p> <p>Research and ICT.</p> <p>The Australian scene.</p> <p>Predictions concerning future trends in ICT which have relevance to educational practice.</p>
<b>Assessment tasks</b>	<p><b>Task 1:</b> Review of relevant literature</p> <p>Word length/Duration: 3000 words</p> <p>Weighting: 50%</p> <p>Learning outcomes: 1-3, 5</p> <p>Assessed: Y - 2017, S - 2, W - 8</p> <p><b>Task 2:</b> Investigative report</p> <p>Word length/Duration: 3000 words</p> <p>Weighting: 50%</p> <p>Learning outcomes: 1-5</p> <p>Assessed: Y - 2017, S - 2, W - 15</p>
<b>Specialist resource requirements</b>	Nil
<b>Prescribed text(s)</b>	Nil
<b>Recommended readings</b>	<p>AACTE Committee on Innovation and Technology (ed) (2008). <i>Handbook of technological pedagogical content knowledge (TPCK) for educators</i>. Routledge : American Association of Colleges for Teacher Education.</p> <p>Clune, S. (2012). <i>Towards paperless schooling</i>. Eingana; v.35 n.2 p.14-19.</p> <p>Crook, S., Sharma, M., Wilson, R. &amp; Muller, D. (2013). <i>Seeing eye-to-eye on ICT : science student and teacher perceptions of laptop use across 14 Australian schools</i>. Australasian Journal of Educational Technology; v.29 n.1 p.82-95.</p> <p>Finger, G. et al. (2012). <i>Teaching Teachers for the Future (TTF) Project TPACK Survey : summary of the key findings</i>. Australian Educational Computing; v.27 n.3 p.13-25.</p> <p>Gosper, M., Malfrov, J. &amp; McKenzie, J. (2013). <i>Students' experiences and expectations of technologies: an Australian study designed to inform planning and development decisions</i>. Australasian Journal of Educational Technology; v.29 n.2 p.268-282.</p> <p>Huang, S., Clark, N. &amp; Wedel, W. (2013). <i>Teaching tips : the use of an iPad to promote pre-schoolers' alphabet recognition and letter sound correspondence</i>. Practically Primary; v.18 n.1 p.24-26.</p> <p>Jones, A. &amp; Reynolds, N. (2013). <i>Integrating ICT through multimodal discourse in a primary classroom</i>. Australian Educational Computing; v.27 n.2 p.22-26.</p> <p>Jones, H. (2010). <i>The 21st century classroom : perspectives on leveraging educational technology</i>. United States : Herff Jones.</p> <p>Keane, T.; Lang, C. &amp; Pilgrim, C. (2013). <i>Pedagogy! iPadology! Netbookology! Learning with mobile devices</i>. Australian Educational Computing; v.27 n.2 p.29-33.</p> <p>Keane, T.; Lang, C. &amp; Pilgrim, C. (2013). <i>Pedagogy! iPadology! Netbookology! Learning with mobile devices</i>. Australian Educational Computing; v.27 n.2 p.29-33.</p> <p>Kelk, L. (2012). <i>ICT in education : breaking down teacher level barriers</i>. Quick; n.122 p.16-18.</p>

<p><b>Recommended readings (continued)</b></p>	<p>McDonald, I. (2010). <i>New technologies for education : a practical guide</i>. Strawberry Hills, NSW: Australian Copyright Council.</p> <p>Moradman, N.; Datta, A. &amp; Oakley, G. (2013). <i>A computer-assisted framework based on a cognitivist learning theory for teaching mathematics in the early primary years</i>. Australian Educational Computing; v.27 n.2 p.39-45.</p> <p>Newell, L. (2013). <i>A new path for the outdoor classroom : ICT and outdoor education</i>. Active and Healthy; v.20 n.1 p.8-9.</p> <p>Paterson, G. (2013). <i>Using technology to develop a more efficient, teacher-friendly fieldwork process</i>. Interaction; v.41 n.1 p.9-12.</p> <p>Roberts, T (Ed) (2005). <i>Computer-supported collaborative learning in higher education</i>. Hershey, PA : Idea Group Pub.</p> <p>Romeo, G.; Lloyd, M. &amp; Downes, T. (2012). <i>Teaching teachers for the future : how, what, why, and what next?</i>. Australian Educational Computing; v.27 n.3 p.3-12.</p> <p>Selwyn, N. (2011). <i>Education and technology : key issues and debates</i>. New York : Continuum International Pub. Group.</p> <p>Sweeny, T., &amp; Drummond, A. (2012). <i>How prepared are our pre-service teachers to integrate technology?: A pilot study</i>. Australian Educational Computing, 27 (3), 117-123.</p> <p>Vize, A. (2013). <i>Using assistive technology</i>. Practically primary, 18 (1), 37-39/41.</p> <p><b>Journals and Periodicals</b></p> <p>Australasian Journal of Educational Technology</p> <p>Australian Journal of Educational Technology</p> <p>Australian Educational Computing;</p> <p>Journal of Christian Education</p> <p><b>Websites</b></p> <p><a href="http://acce.edu.au/ict-and-australian-curriculum">http://acce.edu.au/ict-and-australian-curriculum</a></p> <p><a href="http://education.qld.gov.au/curriculum/area/ict/index.html">http://education.qld.gov.au/curriculum/area/ict/index.html</a></p> <p><a href="http://www.unesco.org/new/en/unesco/themes/icts/">http://www.unesco.org/new/en/unesco/themes/icts/</a></p> <p><a href="http://aictec.edu.au/">http://aictec.edu.au/</a></p> <p>In addition to the resources above, students should have access to a Bible, preferably a modern translation such as the <i>New International Version (NIV)</i> or the <i>New King James Version (NKJV)</i>. These and other translations may be accessed free on-line at <a href="http://www.biblegateway.com">http://www.biblegateway.com</a>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
<p><b>Unit summary</b></p>	<p>This unit considers the range of education technologies and software currently employed in schools. The student is required to examine and evaluate the enabler of and barriers to the use of ICT in the classroom with a special focus on the Australian scene. Informed predictions of future trends are also examined.</p>