UNSW SYDNEY

Arts & Social Sciences

School of Education

EDST2091
Digital Literacies in Learning and Teaching

Semester 2, 2017

Contents

IMPORTANT :
For student policies and procedures relating to assessment, attendance and student support, please see website, https://education.arts.unsw.edu.au/students/courses/course-outlines/

The School of Education acknowledges the Bedegal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST2091 Digital Literacies in Learning and Teaching (6 units of credit)
Semester 2, 2017

2. STAFF CONTACT DETAILS

Course Coordinator: Sandra Phillips
Office Location: John Goodsell 125
Email: sandy.phillips@unsw.edu.au
Phone: 0433042408
Availability: Mondays Text at other times.

3. COURSE DETAILS

Course Name	Digital Literacies in Learning and Teaching	
Credit Points	6 units of credit (6 uoc)	
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.	
Schedule		
Lecture	Monday 09:00 – 11:00, Mathews 310	Wk 1-9, 11-13
Tutorial/s	Monday 12:00 – 13:00, Morven Brown 103	Wk 1-9, 11-13

Summary of Course

The course introduces students to the general concepts of eLearning and generic digital tools that enhance teaching and learning across various disciplines. The course takes a hands-on approach to assist students build their technological literacy capacity and awareness of the opportunities and limitations brought about by the integration of technology in classroom curriculum. They will apply learning theories suited to digitally- enhanced learning environments and skills that they have developed in a range of applications to design pedagogically sound teaching and learning activities. There will be an emphasis on using generic tools for presentation and content creation for teaching and for demonstration of understanding of concepts learned.

The assessment requirement for this course have been created in simpler language and specific in expected requirements. Whilst these will be elaborated on in tutorials and lectures they will remain constant.

Important Information

Attendance: Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, failure to attend 80% of classes in a course may result in failure.

Student Learning Outcomes

At the end of the course, students should be able to:

Outcome		Assessment/s
1	Demonstrate understanding of eLearning concepts and the use of relevant educational learning theories and characteristics of learners to evaluate the educational suitability of software and web-based resources for learning	1, 2
2	Demonstrate digital literacy skills and knowledge that include cognitive, technical and social-emotional perspectives of using technology for learning	1, 2
3	Demonstrate multiple ways of using technology in supporting learner-centred teaching strategies	1, 2
4	Develop pedagogically sound content-based digital resources and assessment tasks for teaching and learning	1, 2

AITSL Professional Graduate Teaching Standards

Standard		Assessment/s
1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning	1, 2,
1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching	1, 2
1.5	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities	1, 2
2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area	1, 2
2.2	Organise content into an effective learning and teaching sequence	1, 2
2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans	1
2.6	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students	1, 2
3.4	Demonstrate knowledge of a range of resources including ICT that engage students and deepen their learning	1, 2
4.5	Demonstrate an understanding of relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching	1, 2
5.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning	1

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

A hands-on, student-centred approach will be the emphasis of the course. The content and activities in the course will allow students to engage in relevant and challenging experiences that mirror those that they will be expected to face in integrating digital technologies in their teaching of the secondary students that they will later teach. The lectures and tutorials are designed to be supportive and students will have many opportunities to engage in meaningful learning tasks.

5. TEACHING STRATEGIES

Short theoretical lectures that are interactive, hands-on learning, collaborative learning, peer-teaching and assessment with presentations and discussions lead by students.

6. COURSE CONTENT AND STRUCTURE

(topics may be subject to change)

Week beginning	Lecture Topic	Tutorial Topic/Activities

1
24th July
	Contemporary learning
	   o **General overview of the course and assessment**
	   o **Prensky's theory of digital natives**
	   o **Learners and Contemporary learning**
	   o **National Declaration on the Educational Goals for Young Australians**
	   o **A big picture look at 20th & 21st century skills/ knowledge**
	   o **Changes and challenges for education inc. curriculum, technology**
		o Explain assessment tasks
		o Inspiration: Pre-concept map
		o Introduction to Edublogs blogging technology in order to prepare for next week's Assessment One
		o **Getting set up for the Reading**
		o **Choose a partner and select a research paper for presentation to the class. Reading presentation to choose a time for presentation:**
		
		o

2 31st July	o **Exploring Learning Theories and their application in ICT** o **Digital Literacy** o **TPACK** o **SAMR** o **Preparing open ended tasks for students - no Copy and Paste** o **Deep Thinking and Technology.** o **Homework – Building on Assessment one**	o Assessment Task One Your Professional Digital Portfolio created on Edublogs 10% Part 2 Reading is due Friday 4th **Assessment due End of tutorial week 2** **Blog post reviewed** **Friday 4th August**

3
7th August
	Assessing of, as and of Learning
	
	   o Enquiry-based learning and problem solving: WebQuests
	   o Showcasing: digital portfolios
	   o Assessment Rubrics
	
	[3 groups x 10 mins paper presentations]
		o Hexagon Activity with Readings
		o Explore 100 Most used tools for Educators
		o Plan your group WebQuest and assessment

4 14th August	Creating I: Using non-web based technologies: ○ Digital storytelling using MovieMaker, Photoshop and iMovie, Mix (non-web-based technologies) ○ Creating videos (Flipped classroom as example – Prezi and screencast software, Mix) ○ Creating podcasts ○ Curriculum links and assessment [3 paper presentations]	○ Plan and create digital story including a rubric ○ Explore digital story tool on your computer/laptop/tablet ○ Explore Prezi (if not already familiar with it) ○ Explore screencast software. ○ Watch Flipped Classroom videos for homework – come ready for discussion in the next class
5 21st August **6** 28th August **7** 4th September	**Personalised, Differentiated and Individualised learning – What are the differences and how can technologies support these.** **Developing Learning Resources - Choosing the right tools for the right learning.** **Flipped Classroom** **"In their hands" – Students 'Digital Story Telling - Making films** Creating II: ○ Web 2.0 (Social and collaborative tools) e.g. Wikis, Blogs, VoiceThread, Facebook, YouTube (video on uploading), online forums etc for collaborative and project work. ○ Web 2.0 (Knowledge building & content creation Part 2) Opportunities for professional connections ○ Professional Learning Networks for educators PLN, Twitter [3 groups x 10 mins paper presentations per week = 9 presentations]	○ Familiarise with movie maker, iMovie or PhotoStory software; animoto. ○ Practice: Upload an image/video onto VoiceThread and invite a couple of peers. ○ Create a 1-3 minute instructional video which you can share with your peers. ○ This could take the form of a digital story or a screen-captured video. Top 100 Tools in Education– http://c4lpt.co.uk/top100tools/top100-edu/
8 11th September	○ Cyberbullying and safety ○ Ethical, copyright issues [4 paper presentations]	○ Exercise and discussion on cybersafety and copyright issues. ○ Explore Creative Commons ○ Work on your WebQuest. Re-assessing WebQuests discussion questions
9 18th September	Assessing digital-based learning ○ Assessing digitally-based learning ○ Assess 2 digitally-based creation: what criteria? Why? ○ Digital Portfolios How ? Why? [4 paper presentations]	○ Investigation and discussion around assessment for learning ○ Work on Digital Portfolio *WebQuest Due 25thSeptember*
**Mid-Semester Break** 25th September	

10 2nd October Public Holiday	**No class this week – Public Holiday**	

11
9th October
	Learning with mobile technology
	Support for students with Special needs
	    o (Share experiences & discuss research)
	
	    [4 paper presentations]
		Return WebQuest assignment and feedback
		Explore apps on iPads (school set)
		    o Apps for special needs
		    o Apps for creating Prezi
		    o Others

12 18th October	More mobile – Apple technology including iPads, iBooks, Courses etc. Virtual Learning Technologies for Webinars – Skype, Blackboard, Polycom Google Hangouts. Rural / remote school context	Look at tools for creating content and the world of Apple for distributing content. Protocols around Webinars Methods of assessment.

13
23rd October
	Making connections - Global Projects
	    o For students –Projects which support global connections.
	    [4 paper presentations]
	
	Discussion on Future considerations
	http://www.nmc.org/publication/nmccosn-horizon-report-2017-k-12-edition/
		o Interactive white board
		    o Work on Digital Portfolio
		    o Review - Professional Learning Networks for educators PLN, Twitter
		Digital Portfolio due 30th October

7. RESOURCES

8. Required Readings and viewing

Journal articles will be identified and shared in Google Drive. Link posted on UNSW Moodle.

- **NMC Horizon Report > 2017 K-12 Edition - New Media Consortium United States.** What is on the five-year horizon for K-12 schools worldwide? Which trends and technologies will drive educational change?

  http://www.nmc.org/publication/nmccosn-horizon-report-2017-k-12-edition/

- **Can We Teach Digital Natives Digital Literacy? – UNSW Library Database or go to** *Google Drive. Link*

  Ng, Wan Computers & Education, 2012, Vol.59 (3), p.1065-1078 [Peer Reviewed Journal*]*

- **Ken Robinson Ted Talk**
  Sir Ken Robinson makes an entertaining and profoundly moving case for creating an education system that nurtures (rather than undermines) creativity.

  https://www.ted.com/talks/ken_robinson_says_schools_kill_creativity

- **Melbourne Declaration on Educational Goals for Young Australians**

  The ***Melbourne Declaration on Educational Goals for Young Australians*** [1] sets the directions for Australian schooling for the ten-year period 2009–2018 as agreed to by all Australian education ministers.

9. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	AITSL Professional Graduate Teaching Standards Assessed	Due Date
Task 1	600 words equivalent	10%	1, 2	2.1, 3.4	**4th August 2017**
Task 2 (group)	1500 words equivalent each member	25%	1, 2, 4	1.1, 1.2, 1.5, 2.1,2.2, 2.3,.2.6, 3.4, 4.5, 5.1	**25th September 2017**
Task 3	3600 words equivalent	65%	1, 2, 3, 4	1.1, 1.2, 1.5, 2.1,2.2, 2.6, 3.4, 4.5	**30th October 2017**

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Student no longer need to use a cover sheet. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.

Task 1: [10%] Digital Portfolio setup, About me introduction and first blog post

A two-part task
Part A all completed in tutorial session
How to videos/ documents http://help.edublogs.org/user-guide/

Part B First Blog Post about selected reading due – Friday 4th August

Your Professional Digital Portfolio will be created within a free EduBlog https://**edublogs**.org/
You will connect your Portfolio URL to the EDST2091 site in Edublogs (This will be explained during the session) By connecting you will automatically be upgraded to a Premium Edublog.

This activity will be undertaken in class time during the week two tutorial. Students will be encouraged to explore the technology before the session. Each student will need to:

- set up their portfolio using their professional identity (UNSW Email account)
- choose a professional title for the blog and connect their blog to a central blog EDST2091 within Edublogs managed by the lecturer. This will allow the lecturer to access and view student progress.

The following pages will be set up by students and assessed

- an **About Me** page (with image and professional blurb) This will need to be made a static page which will operate as the home page of the portfolio.
- **WebQuest** (will host assessment 2)
- **Blog** (first blog post due Saturday 9am prior to week 3 lecture) *See Blog assessment.*
- **Video** (element of final assessment)
- **Unit of work** (element of final assessment)

- **Reading** -Hexagon activity (element of final assessment but assessed during presentation within lecture)
- **Technologies** for learning (Group activity)

Part B Blog Post
Locate a current paper or article on ICT, Digital Literacy, Digital Technologies etc. issues or research and add to the shared Google folder.

Read the paper and produce a blog post 150-200 words about the reading you selected linking to the paper you selected.

What is the paper presenting? Who is presenting it? When? Where? What were their findings/ arguments and **WHAT DO YOU THINK?** Add an appropriate image. (Check copyright Hint add URL)

Task 2 (Collaborative task): [30%] **WebQuest**
Construct a WebQuest, in your discipline area with a partner.

A WebQuest is an inquiry-oriented activity where most if not all of the information used by learners is drawn from the web. WebQuests are designed to :
(i) make effective use of learners' time by focusing on using information rather than looking for it and
(ii) support learners to analyse and synthesize a solution to a problem, hence developing higher order thinking skills.
Your task is to collaborate with another student in the same discipline as you to create a WebQuest that you could use for teaching secondary students in your professional practice round or in the future when you qualify as a teacher.
You will be shown how to build a WebQuest in week 3 and examples will be provided.

The choice of the platform to host your WebQuest free.
Examples will be provided in the lectures.
Note: You will only get one mark for this assignment i.e. both you and your partner will receive the same mark. Collaboration in this project will be a feature.

Progress presented in tutorials – Feedback from Peers and lecturer as the WebQuests are built.

Task 3: Compile a digital portfolio to include the digitally-based tasks set for this course [60%]
Note: Each portfolio will remain private (except for blog posts which will be viewable to other students.) After final submission of marks all blogs will be opened to the public. Students will need to decide who they want to view their portfolio and take responsibility for their privacy settings and audience.

You will complete the portfolio you set up in assessment one.

1. **Readings** Selected from the shared Google Folder.
   Deep thinking activity built around presented Hexagon Activity - Pam Hook
   Presentation filmed and delivered in Lecture throughout semester two.
   Working with a partner (Choose a time from the Google Document)
   Assessment will be given at the time of delivery
2. **Video** created by students "teaching" a key skill appropriate for their method in a style appropriate for a flipped classroom. Students would need to outline how they would introduce and use the resource. Linking it to key curriculum outcomes in both the NSW and Australian Curriculum.
3. **Unit of Work** Each student will develop a unit of work in their discipline area which **may** include either their **Video** or **Webquest.** The Unit of work (Min of 6 lessons) should have direct links to the curriculum and feature pedagogically rich hands on and either Modification or Redefining activities (SAMR) for students as well as (TPACK) digitally rich and relevant resources for teaching which deepen student learning.
4. **Blog Posts** Students will use current educational publications, readings, videos to write blog posts (6 min) which detail the issue, author, ideas or technology and their own opinion. 150-200 each.

5. **Participation in tutorials and class activities building a share repository of resources for all students. Eg.** Presentation on current technologies and how they can be used. This lecture will be co-constructed by all students. These share resources can be added to each portfolio.

FEEDBACK SHEET

EDST2091 Digital Literacies in Learning and Teaching

Student Name: Student No.:

Assessment Task: Collaborative task: WebQuest

SPECIFIC CRITERIA	(-) ———————➤ (+)				
Understanding of the question or issue and the key concepts involved (4) • Clarity and relevance of the question and/or problem to be solved • Effective use of the key components of a WebQuest					
Depth of analysis and/or critique in response to the task (8) • Authenticity of the quest and engagement level • Adequacy of the background information • Creativity in using expertise or roles • Adequacy in the use of the web • Does the task/problem promotes higher order thinking skills • Clarity of assessment criteria for the WebQuest • Understanding and critical use of the features of the platform (software) for a useful purpose and the effectiveness in integrating the content • Quality of advice for teachers (bonus)					
Familiarity with and relevance of professional and/or research literature used to support response and curriculum links. (2) •					
Structure and organisation of response (3) • Layout and presentation of the WebQuest including ease in navigation, working links, use of images and text and overall visual appeal • Planning					
Presentation of response according to appropriate academic and linguistic conventions (3) • Clarity and appropriateness of sentence structure, vocabulary, spelling, punctuation					

GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME

Lecturer: Sandra Phillips   **Date:**

Recommended: /20   (FL   PS   CR   DN   HD)   **Weighting: 25%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

FEEDBACK SHEET

EDST2091 Digital Literacies in Learning and Teaching   Student Name:

Student No:

Assessment Task 3: Digital portfolio

SPECIFIC CRITERIA	(-) ⟶ (+)				
Understanding of the question or issue and the key concepts involved (2) • The ability to use a digital portfolio platform to display a collection digital artefacts • The ability to apply theories and research-based information to thinking about technology-integrated learning and teaching					

Depth of analysis and/or critique in response to the task (7)
 • Effective use of the features of the various software programs to integrate content in the created artefacts to support learning
   - Instructional video **or** digital story and planning
   - Quiz
 • Demonstration of well-constructed maps and critical reflections between pre- and post-concept maps					

Familiarity with and relevance of professional and/or research literature used to support response and curriculum connections (7) • Evidence of curriculum planning knowledge, including authentic use of digital resources and technologies and creative and challenging learning • Making links to research presented in the course and/ or read individually • Ensuring that resources created have a direct connection to curriculum outcomes.					
Structure and organisation of response (2) • Visual impact: layout and sequence of the digital artefacts and essay					
Presentation of response according to appropriate academic and linguistic conventions (2) • Clarity and appropriateness of sentence structure, vocabulary, spelling, punctuation • Correct citations and referencing					
GENERAL COMMENTS/RECOMMENDATIONS					

Lecturer: Sandra Phillips   **Date:**

Recommended: /20   (FL   PS   CR   DN   HD)   **Weighting: 65%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee**