



UNSW
A U S T R A L I A

Arts & Social
Sciences

School of Education

EDST2091

Introduction to eLearning and Technology-
supported Teaching

Semester 2

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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 Introduction to eLearning and Technology-supported Teaching (6 units of credit)

Semester 2, 2016

2. STAFF CONTACT DETAILS

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

3. COURSE DETAILS

Course Name	Introduction to eLearning and Technology-supported 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, Tyree LG05	Wk 1-9, 11-13
Tutorial/s	Monday 11:00 – 12:00, Morven Brown 105 Monday 12:00 – 13:00, Morven Brown 103 Monday 13:00 – 14:00, Morven Brown 105	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 main ways in which the course has changed since last time as a result of student feedback:

- The course will make explicit the assessment expected outcomes of the assessment tasks throughout tutorials.
- Students will be supported in their development of a Professional Portfolio to prepare resources for their future teaching careers.

Aims of the Course

This course aims to:

- Enhance the students' digital literacy through the development of a range of technological, social-emotional and cognitive skills in using digital technologies for teaching and learning
- Develop the students' ability to apply these skills and learning theories to construct pedagogically sound digitally- supported teaching and learning activities that promote deep understanding of concepts being studied.

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

Program Learning Outcomes (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 25 th July	Contemporary learning <ul style="list-style-type: none"> ○ General overview of the course and assessment ○ Prensky's theory of digital natives ○ Learners and Contemporary learning ○ National Declaration on the Educational Goals for Young Australians ○ A big picture look at 20th & 21st century skills/ knowledge ○ Changes and challenges for education inc. curriculum, technology ○ Getting set up for the Reading ○ Choose a partner and select a research paper for presentation to the class. Reading presentation to choose a time for presentation: 	<ul style="list-style-type: none"> ○ Explain assessment tasks ○ Inspiration: Pre-concept map ○ Introduction to Edublogs blogging technology in order to prepare for next week's Assessment One
2 1st August	<ul style="list-style-type: none"> ○ Exploring Learning Theories and their application in ICT ○ Digital Literacy ○ TPACK ○ SAMR ○ Preparing open ended tasks for students - no Copy and Paste ○ Homework – Building on Assessment one 	<ul style="list-style-type: none"> ○ Assessment Task One Your Professional Digital Portfolio created on Edublogs 10% ○ Discuss readings (or could be a task for discussion forum on Moodle) <p>Assessment due at end of tutorial today</p>

<p>3 8th August</p>	<p>Assessing of, as and of Learning</p> <ul style="list-style-type: none"> ○ Enquiry-based learning and problem solving: WebQuests ○ Showcasing: digital portfolios ○ Assessment Rubrics <p>[3 groups x 10 mins paper presentations]</p>	<ul style="list-style-type: none"> ○ Return assessment one marking and feedback ○ Explore 100 Most used tools for Educators ○ Plan your group WebQuest and assessment
<p>4 15th August</p>	<p>Creating I: Using non-web based technologies:</p> <ul style="list-style-type: none"> ○ Digital storytelling using MovieMaker, Photoshop and iMovie (non-web-based technologies) ○ Creating videos (Flipped classroom as example – Prezi and screencast software) ○ Creating podcasts ○ Curriculum links and assessment <p>[3 paper presentations]</p>	<ul style="list-style-type: none"> ○ 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
<p>5 22nd August</p>	<p>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:</p> <ul style="list-style-type: none"> ○ 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) <p>Opportunities for professional connections</p> <ul style="list-style-type: none"> ○ Professional Learning Networks for educators PLN, Twitter <p>[3 groups x 10 mins paper presentations per week = 9 presentations]</p>	<ul style="list-style-type: none"> ○ 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. <p>100 Most used tools – Annual survey (2015) c4lpt.co.uk/top100tools/</p>
<p>6 29th August</p>		
<p>7 5th September</p>		
<p>8 12th September</p>	<ul style="list-style-type: none"> ○ Cyberbullying and safety ○ Ethical, copyright issues <p>[4 paper presentations]</p>	<ul style="list-style-type: none"> ○ Exercise and discussion on cybersafety and copyright issues. ○ Explore Creative Commons ○ Work on your WebQuest. Re-assessing WebQuests discussion questions
<p>9 19th September</p>	<p>Assessing digital-based learning</p> <ul style="list-style-type: none"> ○ Assessing digitally-based learning 	<ul style="list-style-type: none"> ○ Investigation and discussion around assessment for learning ○ Work on Digital Portfolio

	<ul style="list-style-type: none"> ○ Assess 2 digitally-based creation: what criteria? Why? ○ Digital Portfolios How ? Why? <p>[4 paper presentations]</p>	WebQuest Due 23rd September
Mid-Semester Break 26 th September		
10 3 rd October Public Holiday	No class this week	
11 10th October	Learning with mobile technology Support for students with Special needs <ul style="list-style-type: none"> ○ (Share experiences & discuss research) <p>[4 paper presentations]</p>	Return WebQuest assignment and feedback Explore apps on iPads (school set) <ul style="list-style-type: none"> ○ Apps for special needs ○ Apps for creating Prezi ○ Others
12 17 th 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 iPads for creating content and the world of Apple for distributing content. Protocols around Webinars
13 24 th October	Making connections - Global Projects <ul style="list-style-type: none"> ○ For students –Projects which support global connections. <p>[4 paper presentations]</p> Discussion on Future considerations http://www.nmc.org/nmc-horizon/	<ul style="list-style-type: none"> ○ Interactive white board ○ Work on Digital Portfolio ○ Review - Professional Learning Networks for educators PLN, Twitter Digital Portfolio due 30th October Feedback returned 14th November

7. RESOURCES

Required Readings

Journal articles in Google Drive. Link posted on UNSW Moodle.

Recommended Readings and Viewing

NMC Horizon Report > 2015 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/nmc-horizon-report-2015-k-12-edition/> .z

Can We Teach Digital Natives Digital Literacy?

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

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

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

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Due Date
Task 1	600 words equivalent	10%	1, 2	2.1, 3.4	1 st August
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	23 rd September
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	30 th October

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%]

Assessment Task One - Your Professional Digital Portfolio 10%

Developed in Class – With instructions delivered - Week One

How to videos/ documents <http://help.edublogs.org/user-guide/>

Your Professional Digital Portfolio will be created within a free EduBlog <https://edublogs.org/>

You will be required to set up an account using your university email address. Assessment criteria::

- Your capacity to create the “Website” for your Professional Digital Portfolio. (Edublogs) including both posts and pages within the tutorial. Privacy will be set to private.

Your portfolio will have:

- A professional name (your choice)
- A creative design (Hint: select a mobile friendly template) You choose an appropriate template
- 2 POSTS created on the site,
 - a post around what you could include in your digital portfolio and how you might get students to interact.
 - another post including an image and or video you have uploaded and or embedded. (Home work will be a comment about each of the resources and why you selected it for your portfolio.
- 5 pages created for hosting the differing elements of assessment for the course
 - Webquest
 - Digital Story/Interactive
 - Your Reading Presentation
 - Your professional profile page (2) (Including an image)
 - Assessment / Questionnaire

You will submit your Portfolio URL to the Google form provided at the end of the tutorial. Full requirements will be provided in the session.

Task 2 (Collaborative task): [25%]

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 is entirely up to you. 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.

Task 3: Compile a digital portfolio to include the digitally-based tasks set for this course [65%]

1. **Glossary of at least 20 digital tools** you might use in your teaching and how and why you would use them (5%)

Name of tool and website (if any)	Description of what it does (no more than 2 sentences)	How I would use it (no more than 2 sentences)
Inspiration www.inspiration.com	Commercial concept-mapping software.	Pre- and post (formative) assessment of students' knowledge.

2. **Digital Portfolio.** A digital portfolio is a digital record of evidence of achievement over a period of time. The evidence may include text, images, blog entries, hyperlinks and multimedia materials e.g. video recordings. The creation of evidence requires students to reflect on their own learning, leading to more awareness of their own strengths and weaknesses. A big advantage of digital portfolios, particularly those placed online, over paper-based portfolios is that they can be maintained, revised and built on over the course of a person's learning or career. Task 3 is an individual task where you are required to build a digital portfolio over the course of this elective. As you will be introduced to a variety of educational tools, you will be required to make use of them to compile a set of evidence that demonstrates your ability to use them innovatively in planning digitally-supported teaching and learning that will cater for a range of abilities. Hence it would be beneficial, although not compulsory, to stick with a topic and design digitally-based activities or artefacts for it.

Your digital portfolio will contain the artifacts listed below, with a focus on integrating content in your discipline area. For each digital artefact created, a short description (2-300 words) that describes and justifies it is required.

The platform for your completed digital portfolio is a choice that you can make for yourself.

1. A planned unit of work around your specialised subject area. The unit should include authentic use of digital resources and technologies, present open ended and creative tasks for students, differentiated options and include evaluation tasks both concepts and skills with links to curriculum. Various planning units will be presented in tutorials as will direction to curriculum.

2. Pre-and post-concept maps on eLearning and technology-enabled teaching/learning. Use Inspiration software to create the concept maps. A minimum of 30 keywords is required for each map. Describe changes from pre- to post-concept maps and explain why you made the changes.
3. A digital story **OR** a video of about 5 minutes that deliver content on a topic for flipping the classroom practice.
4. An interactive quiz of at least 10 questions (software that you can use will be discussed in the lectures) demonstrating consideration of assessment as, of and for teaching.
5. The WebQuest created in Task 2.
6. Your glossary.

Non-Assessed but compulsory task: Presentation of research paper (group of 2 task)
(bonus 2 marks max)

For research papers, write down 2-5 main points for each category of:

1. The problem and research question(s).
2. The theoretical framework that underpins the research.
3. The design of the method for data collection.
4. The presentation and discussion of the results.
5. The conclusion.
6. Any implications for further research and for teaching
 - How does the data in the paper relate to teaching (i.e. implications for teaching)?
 - How does the data relate to your own teaching and learning?

For literature review papers, address the following:

1. What is the reason for the literature review?
2. What is the method of the literature review?
3. Write down 8-10 main points of the review.
4. What are the conclusions and implications for future work?

In presenting your paper, try and interact with the audience. Prepare at least 2 questions to ask the audience. The questions could be at the beginning, during and/or at the end of the presentation.

Feedback

Assessment Task	Feedback Mechanism	Feedback Date
1. Professional Blog	Written/ blog comment	8th August 2016
2. WebQuest	Written	10th October 2016
3. Professional Digital Portfolio	Written	15th November 2016

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST2091 INTRODUCTION TO ELEARNING & TECHNOLOGY-SUPPORTED TEACHING

Student Name:

Student No.:

Assessment Task: Collaborative task: WebQuest

SPECIFIC CRITERIA	(-) (+)				
Understanding of the question or issue and the key concepts involved (4) <ul style="list-style-type: none"> • 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) <ul style="list-style-type: none"> • 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) <ul style="list-style-type: none"> • 					
Structure and organisation of response (3) <ul style="list-style-type: none"> • Layout and presentation of the WebQuest including ease in navigation, working links, use of images and text and overall visual appeal 					
Presentation of response according to appropriate academic and linguistic conventions (3) <ul style="list-style-type: none"> • 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.**

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST2091 INTRODUCTION TO ELEARNING & TECHNOLOGY-SUPPORTED TEACHING

Student Name:
 Assessment Task 3: Digital portfolio

Student No:

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved (2) <ul style="list-style-type: none"> • 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) <ul style="list-style-type: none"> • Effective use of the features of the various software programs to integrate content in the created artefacts to support learning <ul style="list-style-type: none"> - Instructional video or digital story - 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) <ul style="list-style-type: none"> • 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) <ul style="list-style-type: none"> • Visual impact: layout and sequence of the digital artefacts and essay 					
Presentation of response according to appropriate academic and linguistic conventions (2) <ul style="list-style-type: none"> • 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**