

## UNIT OUTLINE

Degree	Graduate Certificate of Education Master of Education
Unit Title	Digital Technologies and Effective Pedagogy
Unit Code	EDE913
Core/Elective	Elective
Prerequisite (if required)	EDE800 Foundations of Christian Education, ED801 Worldview Assumptions in Education, and ED990 Research Methods in Education (MEd)
Study Mode	Online
Credit Points	12 credit points
Recognition of Prior Learning (RPL)	<p>Before enrolling in a course, a prospective student can apply for Morling College to consider granting advanced standing or crediting prior learning where that student's evidence shows they have already achieved learning that is equivalent to the part of the course for which they are seeking credit. For more, see</p> <ul style="list-style-type: none"> <li>• <a href="#">Advanced Standing &amp; Recognition of Prior Learning Policy: CCSC; Education</a></li> <li>• <a href="#">Advanced Standing and Recognition of Prior Learning Procedure: CCSC; Education</a></li> </ul>
Time Commitment	150 hours across a 13-week semester
Unit Description	In this unit, the focus is on critical literacy with regard to the integration of digital technologies in teaching and learning. The unit will provide a broad overview of ICT in education and provide time for reflection on the use of ICT for the educator's own learning, for teaching, and administration.
Unit Learning Outcomes (ULOs)	<ol style="list-style-type: none"> <li>1. Demonstrate knowledge of how students learn with ICT.</li> <li>2. Explain and apply the appropriate knowledge and skills for integrating ICT into teaching and learning.</li> <li>3. Evaluate ICT resources for teaching and learning.</li> <li>4. Investigate the safe, responsible, and ethical use of ICT in learning and teaching.</li> <li>5. Analyse the impact of various technologies for differentiating instruction for students across the full range of abilities.</li> <li>6. Demonstrate an understanding of the role of ICT within the Australian educational context.</li> </ol>

7. Formulate a personal view of the place of ICT with a Christian worldview.

Prescribed Text(s)\*

Henderson, M. J., & Romeo, G. (Eds.). (2015). *Teaching and digital technologies: Big issues and critical questions*. Cambridge University Press

Topics Covered

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| 1. ICT and education, a Christian perspective.                | 6. Teachers as creators and designers Part II               |
| 2. Current trends and approaches to ICT in education          | 7. Project-based, problem-based, and inquiry-based learning |
| 3. ICT and student learning, cognitive tools, differentiation | 8. Digital literacies, 21 <sup>st</sup> century skills      |
| 4. Social media and student learning                          | 9. Policy and curriculum, values and safety                 |
| 5. Teachers as creators and designers Part I                  | 10. A Christian perspective for Christian schools           |

Outline of Assessment Requirements

Assessment No. & Type	Length	Weighting	Unit Learning Outcomes
1. Annotate Bibliography	1800 words	30%	Covers learning outcomes 2, 3, & 5
2. Digital Lesson Resource	2400 words	40%	Covers learning outcomes 1, 2, & 3
3. Short Essay	1800 words	30%	Covers learning outcomes 1, 2, 4, 5, 6, & 7