



School of Education

EDST2091
Digital Literacies in Learning and Teaching

Term 1, 2019

LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST2091 Digital Literacies in Learning and Teaching (6 units of credit)
Term 1, 2019

STAFF CONTACT DETAILS

Course Coordinator:
Office Location:
Email:
Phone:
Availability:

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	http://classutil.unsw.edu.au/EDST_T1.html

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.

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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

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.

TEACHING STRATEGIES

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

COURSE CONTENT AND STRUCTURE

e is a Guide and may change due to the needs and interest of students.

Week beginning Week 1	Lecture Topic	Tutorial Topic/Activities
17 Feb 2019		

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

ASSESSMENT
Digital Literacies in Learning and Teaching

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	AITSL Professional Graduate Teaching Standards Assessed	Due Date
<p>Task 1</p> <p>Digital Portfolio site Blog Post One Home About Me</p>	600 words	10%	1, 2	2.1, 3.4	28 Feb 2019, 5pm
<p>Task 2 (group)</p> <p>Project Based Learning Planning, design and delivery curriculum links and assessment</p>	2500 words equivalent				

Your capacity to create Professional Digital Portfolio. (Edublogs) including both posts and pages within the tutorial. Privacy will be set to private. (This will change in week 4)

Your portfolio will have:

- A professional name (your choice) But the URL will be your student number.
- Your completed professional profile page including an image on your Home Page.
- Post number one created on the site,

- 5 pages created for hosting the differing elements of assessment for the course
 - Project Based Learning Unit
 - Digital Story/interactive
 - Your Reading presentation
 - A Twitter Page (To present your professional twitter interaction)
 - A Pinterest Page (To present your resources and ideas for teaching gathered on Twitter)

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): [40%]

Develop a Project Based Learning Unit of work - Construct a Project Based Learning (PBL) unit, in your discipline area with a partner.

Project-based learning (PBL) is an approach to teaching and learning that engages students in rich and authentic learning experiences. PBL can be transformative for your teaching practice but requires strong, supportive leadership and a commitment to innovation and contemporary pedagogies

See: <https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-for-the-future/future-focused-learning-and-teaching/project-based-learning-resource-guide>

In a PBL environment, students gain knowledge and skills by investigating and responding to an engaging question, problem or challenge.

A PBL learning and teaching framework addresses cross-curricula content and learning dispositions through rigorous, authentic, hands-on, interactive learning experiences.

Your task is to collaborate with another student in the same/ similar discipline as you to create a PBL Unit that you could use for teaching secondary students in your professional practice round or in the future when you qualify as a teacher.

It will also require an assessment criteria and task for students.

The choice of the platform to host your PBL Unit is entirely up to you. It will be connected to your Digital Portfolio by link.

Note: Students receive a shared mark for this assignment i.e. both you and your partner will receive the same mark. Collaboration in this project will be a feature of the assessment

1. **Digital Portfolio.**

A digital portfolio is a digital record of evidence of achievement over a period of time. The Portfolio will operate as a tool belt for the resource created in and beyond class. The platform will be Edublogs and its structure is formed as Assessment Task One.

All work undertaken within the course will be featured in the Portfolio.

1. A digital story

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FEEDBACK SHEET ASSESSMENT TASK 2

