

EDUC6042: Digitally Supported Learning

Online

Semester 1 - 2024



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

Course Description To provide students with the opportunity to explore ways in which ICT can be utilised across the entire curriculum. Students will also be given the opportunity to develop skills in the use of ICT technologies within specific, self-selected teaching and learning contexts.

Contact Hours **Online
Integrated Learning Session**

Online
2 hour(s) per Week for Full Term
Equivalent of 2 hours per week

Unit Weighting 10

Workload Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

COURSE OUTLINE

CONTACTS

Course Coordinator	Online A/Prof Erica Southgate erica.southgate@newcastle.edu.au Consultation: Please email for a Zoom or on-campus appointment at Callaghan
	With Mr Andrew Lyell (specific weeks of the course) andrew.lyell@newcastle.edu.au Consultation: Please email for a Zoom
Teaching Staff	Other teaching staff will be advised on the course Canvas site.
School Office	School of Education V Building Callaghan Education@newcastle.edu.au +61 2 4921 6428

SYLLABUS

Course Content	The following list is indicative of course content: Supporting Technologies; Educational Media; Resource Evaluation; Developing instructional media and reusable learning objects; adaptation of educational technology for students with diverse needs Specific focus on student selected context e.g. primary education, special education, medical education, maths education etc.
Course Learning Outcomes	On successful completion of this course, students will be able to: <ol style="list-style-type: none">1. Gain an understanding cross-curriculum ICT usage;2. Gain a broad overview of the educational use of learning and teaching with ICT in a range of context areas;3. Understand the ICT needs of students in modern educational contexts; and4. Develop meaningful learning experiences that utilize ICT technologies in non-computer based teaching contexts.
Course Materials	Required Reading: <ul style="list-style-type: none">- See Online resources on Canvas site

SCHEDULE

Week	Week Begins	Topic	Assessment Due
1	26 Feb	Introduction and getting started	
2	04 Mar	Topic 1 ICT for Learning	Assignment 2A – 04 March
3	11 Mar		
4	18 Mar		
5	25 Mar	Topic 2 Learning Objects	
6	01 Apr	Topic 3 Resource Evaluation	Assignment 1 – 19 April
7	08 Apr		
Mid-Term Break			
Mid-Term break			
8	29 Apr	Topic 4 ICT for students with diverse needs	Assignment 2B – 12 May
9	06 May		
10	13 May	Topic 5 Applying ICT in Specific Contexts	
11	20 May		
12	27 May	Finalising Assignments 2C and 3	Assignment 2C – 27 May
13	03 June		Assignment 3 – 09 June
Examination Period			
Examination Period			

ASSESSMENTS

This course has 3 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Assignment 1 Discussion Paper	19 April	Individual	40%	1, 2, 3
2	Assignment 2 Online Contributions	Part A 04 March Part B 12 May Part C 27 May	Individual	20%	1, 2, 3
3	Assignment 3 Projects	09 June	Individual	40%	3, 4

Late Submissions The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

Assessment 1 - Discussion Paper

Assessment Type

Written Assignment

Purpose

Assessment of Student Learning Outcomes

Description

Discussion paper.

Select a context area, or domain of education. Write a discussion paper on the issues which are important in the use of ICT to support learning in this specific context or domain. The discussion paper must draw on course readings and a minimum of 6 peer reviewed journal articles published within the last 10 years. In addition to the peer reviewed articles and course readings, the discussion paper can also reference government and intergovernmental reports, NGO reports and industry websites where relevant. The focus should be on learning with ICT platforms, applications and tools, not learning about ICT per se. That is, the focus is on curriculum-aligned, pedagogical integration of ICT for specific groups of learners.

Some of the types of context areas/domains which are suitable include:

- Primary Education
- Special Education,
- History Education,
- Medical Education,
- Early Childhood Education,
- Distance Education,
- Education in diverse international contexts

Please contact your lecturer to ensure that the topic you have selected is suitable prior to starting this assignment.

Weighting	40%
Length	Length ($\pm 10\%$): 1500 words. Reference list in APA 7 th style not included in word count.
Due Date	19 April
Submission Method	Online through Canvas This Assessment is to be submitted through the Assignment section of the Canvas site for the course. The assignment will produce a Turnitin report which should be evaluated to ensure that plagiarism does not occur.
Assessment Criteria	All assignments in this course will be assessed on factors such as: understanding of key issues, coherence of argument or discussion based on evidence; correct use of appropriate reference material; synthesis and analysis evident in response; and demonstration of critical thought. Further information, including specific marking criteria, will be provided on the Canvas site with rubrics included in this Course Outline. Further information, including specific marking criteria will be provided on the Canvas site.
Return Method	Online
Feedback Provided	Online - Feedback will be provided in the Canvas site and through grade centre.

Assessment 2 - Online Contributions

Assessment Type	Online Learning Activity
Purpose	Assessment of Student Learning Outcomes
Description	Online contributions (posts and replies to posts in specified sections of Discussion forum in Canvas). For this assignment you will be expected to:

Part A – provide a brief introduction of yourself (professional background, experience in delivering digital learning, key questions you have about technology and its integration, what you would like to get out of the course etc) to the Canvas Discussion forum.

Part B - Contribute examples of 'learning objects' and how ICT integration theory may relate to the design, adaptation and delivery of 'learning objects' in specific pedagogical context/s.

Part C - Participate in discussion on ethically and safely integrating 'learning objects' in specific pedagogical context/s and with different groups of learners. You can use information from Assignment 3 in this post.

Additional details of the discussion topics for Assessment 2 A, B, C and assignment requirements will be posted in Canvas Discussion forum. Note: These tasks will NOT require you to be online at a specific time - rather that you contribute prior to a specific date.

Weighting	20% (Part A is worth 6 points; Part B is worth 7 points; and Part C is worth 7 points).
Length	As required - the focus is on the quality and appropriateness of content and interaction in peer engagement rather than quantity.
Due Date	<ul style="list-style-type: none">• Part A 04 March• Part B 12 May• Part C 27 May
Submission Method	Online
Assessment Criteria	All assignments in this course will be assessed on factors such as understanding of key issues, coherence of argument or discussion, correct use of appropriate reference material, synthesis and analysis evident in response, and demonstration of critical thought. Further information, including specific marking criteria, will be provided on the Canvas site with rubrics included in this Course Outline.
Return Method	Online.
Feedback Provided	Online in the Canvas grade centre.

Assessment 3 - Projects

Assessment Type	Project
Purpose	Assessment of Student Learning Outcomes
Description	A project which includes the development and/or use/adaptation and evaluation of a 'learning object' for a practical teaching context. To complete this assignment you need to submit:

1. One 'learning object' which you have developed and/or used/adapted for a specific learning context with a particular group of learners (Examples of 'learning objects' will be provided during the course).

AND

2. A discussion paper in which you:

- A. Describe the features or properties of the object that may assist with learning (also known as learning affordances) and student engagement.
- B. Explain how the learning object could be used with a specific group of learner, why it is appropriate and detail practical considerations and alignment with curriculum.
- C. Discuss ethical and safety aspects of using the object in an education context (e.g. privacy, data harvesting and third party use, cybersafety, developmental issues etc). This includes an analysis of 'Terms and Conditions' of the object/product and relevant institutional policy related to the context (e.g. national regulation and guidelines, school, university, vocational education policy, museum policy etc).

The discussion paper should be informed by course readings and other relevant research including research from assignment 1. Reference using APA 7th style. You should include a web link to the learning object and/or screen shots of its features to illustrate your points in the assignment. Please be aware that if it is unclear what object you are referring to and/or its learning affordances are not clearly explained, then the lecturer may require you to do presentation via Zoom on the learning object and/or provide metadata.

Weighting
Length

40%

Length ($\pm 10\%$): 1500-2000 words equivalent. Reference list in APA 7th style not included in word count.

Due Date
Submission Method

9 June.

This Assessment is to be submitted through the Assignment section of the Canvas site for the course. The assignment will produce a Turnitin report which should be evaluated to ensure that plagiarism does not occur.

Assessment Criteria

All assignments in this course will be assessed on factors such as: understanding of key issues, coherence of argument or discussion based on evidence; correct use of appropriate reference material; synthesis and analysis evident in response; and demonstration of critical thought. Further information, including specific marking criteria, will be provided on the Canvas site with rubrics included in this Course Outline.

Further information, including specific marking criteria will be provided on the Canvas site.

Return Method
Feedback Provided

Online.

Online - Feedback will be provided in the Canvas site and through grade centre.

ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.

50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

*Skills are those identified for the purposes of assessment task(s).

Communication Methods

Communication methods used in this course include:

- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.
- Email: Students will receive communications via their student email account.

Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

Students may be asked to complete an additional online survey which relates specifically to the online components of this course

Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

Academic Misconduct

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to <https://policies.newcastle.edu.au/document/view-current.php?id=35>.

Adverse Circumstances

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at:

<https://policies.newcastle.edu.au/document/view-current.php?id=236>

Important Policy Information

The 'HELP for Students' tab in UoNline contains important information that all students should be familiar with, including various systems, policies and procedures.

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.

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EDUC6042 ASSIGNMENT 1 Rubric

	Extended abstract Generalise to new domain. Create. Formulate. Generate. Hypothesise. Reflect. Theorise.	Relational Integrated into a structure. Analyse. Apply. Argue. Compare/Contrast. Criticise. Explain causes. Relate. Justify.	Multi-structural Several relevant independent aspects. Combine. Describe. Enumerate. List. Perform serial skills.	Uni-structural One relevant aspect. Not competent. Identify. Name.	Pre-structural Does not do what the assignment asks
	33-35	27-32	18-26	9-17	0-8
A Engagement with appropriate literature	Evidence of having engaged with the course materials (inc. specified readings) AND with at least six other peer reviewed publications	Evidence of having engaged with the course materials (inc. specified readings) AND with four or five peer reviewed publications	Evidence of having engaged with the course materials (inc. specified readings) AND at least three peer reviewed publications	Evidence of having engaged with the course materials (inc. specified readings) AND at one or two peer reviewed publications	Limited or no evidence of having engaged with course materials or other relevant publications
B Understanding of the course readings and peer reviewed publications	You have provided extensive evidence of understanding the course readings and publications showing how they relate to each other (synthesis) and how they are relevant to your educational context	You have provided evidence of understanding the course readings and publications and how most relate to each other (synthesis)	You have provided evidence of understanding several aspects of the course readings and publications with some synthesis.	You have some provided evidence of understanding one or two aspects of the course readings and publication but there is limited synthesis	You have provided limited or evidence of understanding the course readings
C Critical evaluation	You have drawn conclusions about the relevance of the sources to your context in the light of the relative strengths and limitations of cited sources	You have weighed up evidence to compare the relative strengths and limitations of cited sources	You have provided a clear explanation of several strengths and/or limitations of cited sources	You have identified one or two potential strengths and/or limitations of cited sources	You have provided limited or no evidence of critical engagement with the literature
D How well have you set out and justified your argument?	You have made one or more claims and developed a valid argument to justify the claim(s). You have considered alternative perspectives. You have used theory and/or one or more conceptual frameworks to inform your argument	You have made one or more claims and developed a valid argument to justify the claim(s). You have considered alternative perspectives	You have made two or more claims and have provided a range of reasons to support the claims	You have made a claim and have provided a reason to support the claim	You have made one or more claims, but have not provided reasons to support the claim(s)
ACADEMIC LITERACY	5	4	3	2	0-1
E Clarity of communication in professional English	All the following apply: Your sentences are concise and well structured AND Your grammar and spelling are flawless AND Your terminology is accurate and appropriate for academic writing in Education	One of the following applies: Your sentences are too long and/or poorly structured OR Your grammar and/or spelling contains errors OR Your terminology is inaccurate or inappropriate for academic writing in Education (incl. flowery language).	Two of the following apply: Your sentences are too long and/or poorly structured AND/OR Your grammar and/or spelling contains errors AND/OR Your terminology is inaccurate or inappropriate for academic writing in Education (incl. flowery language).	All the following apply: Your sentences are too long and/or poorly structured AND Your grammar and/or spelling contains errors AND Your terminology is inaccurate or inappropriate for academic writing in Education (incl. flowery language).	Your writing is often incoherent (including not written in professional English)
F Structure of response	No improvements to the structure needed	One or more minor improvements to the structure needed	One major improvement to the structure needed (potentially in addition to minor improvements)	More than one major improvement to the structure needed	Structure is often inappropriate for the assignment
G APA 7 Referencing	You have demonstrated understanding of how to use referencing effectively and your references are all in the correct APA 7 format	You have included all the necessary elements in the references in the correct APA 7 format (i.e. there are no errors)	You have included all the necessary elements in the APA 7 references (but they may be in the wrong format/order) (i.e. there are minor errors)	You have omitted some elements in the APA 7 references (i.e. there are major errors)	You have not provided APA 7 references and/or have not included relevant elements in APA style
STUDENT SELF-ASSESSMENT					
H Have you self-assessed your assignment? It's a good practice before submission.			You have rated your assignment against ALL of the criteria	You have rated your assignment against at least half of the criteria	You have rated your assignment against fewer than half of the criteria

EDUC6042 Assignment 2 Rubric

	Extended abstract Generalise to new domain. <i>Create. Formulate. Generate.</i> <i>Hypothesise. Reflect.</i> <i>Theorise.</i>	Relational Integrated into a structure. <i>Analyse. Apply. Argue.</i> <i>Compare/Contrast. Criticise.</i> <i>Explain causes. Relate. Justify.</i>	Multi-structural Several relevant independent aspects. <i>Combine. Describe. Enumerate.</i> <i>List.</i> <i>Perform serial skills.</i>	Uni-structural One relevant aspect. <i>Identify. Name.</i> <i>Follow simple procedure</i>	Pre-structural <i>Does not do what the assignment asks</i>
	5-6	4	3	1-2	0
A Contribution to the Introductions discussion	You posted an intro message that met the brief and responded to other intro messages in a way that made connections and extended the dialogue	You posted an intro message that met the brief and responded to other intro messages in a way that made connections	You posted an intro message that met the brief and responded to one or two other intro messages	You posted an intro message that met the brief but did not respond to other people's intro messages	You did not post to meet the brief
Assignment 2B	6-7	4-5	3	2	0-1
B Contribution re 'learning objects'	You have contributed a resource and have provided a critical evaluation of the resource that is informed by theory/conceptual frameworks in the 'learning objects' discussion forum. You have made a positive contribution to peer posts on this topic.	You have contributed a resource and have provided a critical evaluation of the resource in the 'learning objects' discussion forum. You have made a positive contribution to peer posts on this topic.	You have contributed a resource and have described the educational potential of the resource in the 'learning objects' discussion forum. You have made a positive contribution to peer posts on this topic.	You have contributed a resource or made a positive contribution to peer posts on this topic.	You have not contributed a learning object and/or have not made a positive contribution to peer posts on this topic.
Assignment 2C	6-7	4-5	3	2	0-1
C Ethics and safety	You have described in a detailed manner ethical and safety issues related to the learning object and illustrated these by drawing on terms and conditions product statement and policy. You have made a positive contribution to peer posts on this topic.	You have described in some ethical and safety issues related to the learning object and illustrated some of these by drawing on terms and conditions product statement and/or policy. You have made a positive contribution to peer posts on this topic.	You have described in one or two ethical and safety issues related to the learning object, but these are not well illustrated by drawing on terms and conditions product statement and/or policy. You have made a positive contribution to peer posts on this topic.	You have not described ethical and safety issues related to the learning objects or discussed terms and conditions product statement and/or policy. You have made a positive contribution to peer posts on this topic.	You have not described the ethical or safety issues or made a positive contribution to peer discussion.

EDUC6042 Assignment 3 Rubric

	Extended abstract Generalise to new domain. <i>Create. Formulate. Generate.</i> <i>Hypothesise. Reflect. Theorise.</i>	Relational Integrated into a structure. <i>Analyse. Apply. Argue.</i> <i>Compare/Contrast. Criticise.</i> <i>Explain causes. Relate. Justify.</i>	Multi-structural Several relevant independent aspects. <i>Combine. Describe.</i> <i>Enumerate. List.</i> <i>Perform serial skills.</i>	Uni-structural One relevant aspect. <i>Identify. Name.</i> <i>Follow simple procedure</i>	Pre-structural <i>Does not do what the assignment asks</i>
Part A	18-20	14-17	10-13	5-9	0-4
Part A Identification/use/ adaptation of a learning object and analysis of its properties for learning and engagement	You have identified and contributed a learning object that you have developed and/or used/adapted for a specific learning context/cohort. You have fully described the potential learning affordances of the object and considered learner engagement. You have provided a web link to the object and/or screen shots (and optional meta data) that are illustrative of its learning properties.	You have identified and contributed a learning object that you have developed and/or used/adapted for a specific learning context/cohort. You have somewhat described the potential learning affordances of the object and somewhat considered learner engagement. You have provided a web link to the object and/or screen shots (and optional meta data) that are illustrative of its learning properties.	You have identified and contributed a learning object that you have developed and/or used/adapted for a specific learning context/cohort. Your description of the potential learning affordances of the object and considerations of learner engagement are not detailed. You have provided a web link to the object but no screen shots (and optional meta data) that are illustrative of its learning properties.	Your identification of a learning object that could be used or adapted for a specific learning context/cohort is very limited or inappropriate. Your description of the potential learning affordances of the object and considerations of learner engagement are very limited. You have not provided a web link to the object or screen shots (and optional meta data) that are illustrative of its learning properties.	You have not provided a learning object and/or lack a coherent and detailed description of the object and/or adequately addressed other criteria
Part B	14-15	11-13	7-10	4-6	0-3
B Application of the literature	Comprehensive evidence of having used the course materials AND other relevant sources to inform analysis of your learning object	Good evidence of having used the course materials AND other relevant sources to inform analysis of your learning object	Some evidence of having engaged with the course materials AND/OR other relevant sources to inform analysis of your learning object	Limited evidence of having engaged with the course materials to inform analysis of your learning object	No evidence of having engaged with course materials or other relevant publications
C Critical evaluation	You have fully justified the learning object in relation to appropriateness of context and the cohort of learners. You have provided a critical evaluation of the ethical and safety implications related to the object by drawing on product terms and conditions and relevant policy.	You have fully justified the learning object in relation to appropriateness of context and the cohort of learners. You have provided some evaluation of the ethical and safety implications related to the object by drawing on product terms and conditions and/or policy.	You have provided some justification of the appropriateness of the learning object in relation to context and the cohort of learners. You have provided some evaluation of the ethical and safety implications related to the object by drawing on either product terms and conditions and/or policy.	You have provided very limited justification of the appropriateness of the learning object in relation to context and the cohort of learners. You have provided very limited evaluation of the ethical and safety implications related to the object and have no drawn upon either product terms and conditions and/or policy.	You have not provided a justification for the learning object in relation to context and the cohort of learners and/or its ethical and safety implications with reference to product terms and conditions and/or policy.
D How well have you set out and justified your argument?	You have provided peer reviewed evidence to support the claim(s) you have made and have considered alternative interpretations of that evidence AND you have consistently used theory and/or one or more conceptual frameworks to inform your analysis	You have provided peer reviewed evidence to support the claim(s) you have made and have considered alternative interpretations of that evidence. There is some evidence of a theory and/or one or more conceptual frameworks to inform your analysis	You have provided limited peer reviewed evidence or theory/conceptual frameworks to support the claim(s) you have made	You have provided limited evidence to support any claims made	You have not made any claims and/or have not provided evidence to support any claims made
Part B Academic literacy	5	4	3	2	0-1
1E Clarity of communication in professional English	All the following apply: Your sentences are concise and well structured AND Your grammar and spelling are flawless AND Your terminology is accurate and appropriate for academic writing in Education	One of the following applies: Your sentences are too long and/or poorly structured OR Your grammar and/or spelling contains errors OR Your terminology is inaccurate or inappropriate for academic writing in Education (incl. flowery language).	Two of the following apply: Your sentences are too long and/or poorly structured AND/OR Your grammar and/or spelling contains errors AND/OR Your terminology is inaccurate or inappropriate for academic writing in Education (incl. flowery language).	All the following apply: Your sentences are too long and/or poorly structured AND Your grammar and/or spelling contains errors AND Your terminology is inaccurate or inappropriate for academic writing in Education (incl. flowery language).	Your writing is often incoherent (including not written in professional English)
F Structure of response	No improvements to the structure needed	One or more minor improvements to the structure needed	One major improvement to the structure needed (potentially in addition to minor improvements)	More than one major improvement to the structure needed	Structure is inappropriate for the assignment
G APA 7 Referencing	You have demonstrated understanding of how to use referencing effectively and your references are all in the correct APA 7 format	You have included all the necessary elements in the references in the correct APA 7 format (i.e. there are no errors)	You have included all the necessary elements in the APA 7 references (but they may be in the wrong format/order) (i.e. there are minor errors)	You have omitted some elements in the APA 7 references (i.e. there are major errors)	You have not provided APA 7 references or have not included relevant elements of that referencing style