

## EDUC6101: Web 2.0 and Beyond

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 transformative in terms of student learning. Students will also be given the opportunity to develop skills in the use of web2.0 technologies within 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 for Weblearn students.

**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

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# CONTACTS

<b>Course Coordinator</b>	<b>Online</b> Dr. James Goulding james.goulding@newcastle.edu.au Consultation: Please email for an appointment
<b>Teaching Staff</b>	Other teaching staff will be advised on the course Canvas site.
<b>School Office</b>	<b>School of Education</b> V Building Callaghan Education@newcastle.edu.au +61 2 4921 6428

# SYLLABUS

<b>Course Content</b>	The following list indicates indicative course content: <ul style="list-style-type: none"><li>• The Foundations of Online Learning (theory and history);</li><li>• Community Building Technologies;</li><li>• Technologies for Promoting Student Engagement;</li><li>• Online Pedagogies;</li><li>• Exploring Current Issues and Challenges in Online Learning</li><li>• Exploring Equity Issues with Online Tools;</li><li>• The Futures of technology and learning (including AI)</li></ul>
<b>Course Learning Outcomes</b>	<b>On successful completion of this course, students will be able to:</b> <ol style="list-style-type: none"><li>1. Gain an understanding of Web2.0 learning in relation to ICT;</li><li>2. Gain a broad overview of the educational use of specific online learning and teaching ICT applications;</li><li>3. Understand the ICT needs of students in modern educational contexts; and</li><li>4. Develop meaningful learning experiences that utilize Web2.0 technologies in effective ways.</li></ol>
<b>Course Materials</b>	<b>Recommended Reading:</b> <ul style="list-style-type: none"><li>- See online resources on Canvas site</li></ul>

# 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	Context and historical development of online environments and their current educational impact	5th April	Individual	30%	1, 2
2	Four (4) Specific Practical Online Tasks	As described in the task below (also listed on Canvas)	Individual	30%	1, 2, 4
3	Project	7 <sup>th</sup> June	Individual	40%	1, 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 - Context and historical development of online environments and their current educational impact

<b>Assessment Type</b>	Essay
<b>Purpose</b>	Assessment of Student Learning Outcomes
<b>Description</b>	Essay on the Context and historical development of online environments and their current educational impact. Question: How MIGHT the use of Web2.0 technologies change education? To what extent is this happening now?
<b>Weighting</b>	30%
<b>Length</b>	Length ( $\pm 10\%$ ): 1500
<b>Due Date</b>	5 <sup>th</sup> April
<b>Submission Method</b>	Online This Assessment is to be submitted through the Turnitin Portal in the Assessment section of the Canvas site for the course.
<b>Assessment Criteria</b>	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. A marking rubric will be supplied prior to assignment submission. Additional details of the specific assessment criteria for this assignment are available on the Canvas site, and are subject to negotiation with your course coordinator.
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online - 3 weeks after material is submitted. Feedback will be provided in the Canvas site

## Assessment 2 - Four (4) Online Tasks

<b>Assessment Type</b>	Online Learning Activity
<b>Purpose</b>	Assessment of Student Learning Outcomes
<b>Description</b>	Four (4) specific and practical online tasks which address and assess the understanding of issues in relation to online learning and the practical use of online learning mediums. All 4 Parts should be completed. <b>Part A</b> - Due 8 <sup>th</sup> March- Post a brief introduction to yourself (position, interests etc) to the Canvas Forum (Introductions) <b>Part B</b> - Due 22 <sup>nd</sup> March - send a message to the Canvas site for this course which identifies 5 useful websites for your curriculum area. (Your "Top 5") The message will contain the address of each site followed by a short (200w) reflection as to how the site relates to at least three of Greenhow et al.'s (2022) five lenses for online learning. Do not include web sites which have been posted by others in your group.

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**Part C-** Due 3<sup>rd</sup> May (initial posting of sheet)- Web2.0 Tool Help Sheet

To complete this task you are required to send a message to the Canvas site for this course which contains a SINGLE A4 page sheet which would assist students with the use of a Web2.0 technology. The file should be included as an attachment. You will also provide feedback on the sheets of others, and revise and re-post your own sheet (if appropriate) based on the feedback of others.

**Part D-** Due 17<sup>th</sup> May-Sharing an Online activity

To complete this task you are required to send a message to the Canvas site for this course which contains a link to an online educational activity which you think might be useful in your context. The posting will also briefly (2 paragraphs) reflect upon your experience completing the activity and explain how it relates to at least three of Archambault et al.'s (2022) five pillars of online pedagogy.

**Weighting**

30%

**Length**

As Required

**Due Date**

As described in the task (also listed on Canvas)

**Submission Method**

Online

**Assessment Criteria**

The tasks here are completed in the Discussion forum section of the Canvas site

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.

A marking rubric will be supplied prior to assignment submission.

Additional details of the specific assessment criteria for this assignment are available on the Canvas site, and are subject to negotiation with your course coordinator.

**Return Method**

Online

**Feedback Provided**

Online - 3 weeks after last task is submitted.. Feedback will be provided on the Canvas site

### Assessment 3 - Project

**Assessment Type**

Project

**Purpose**

Assessment of Student Learning Outcomes

Project which addresses the issues involved in the development, maintenance and evaluation of online learning environments

The purpose of this assignment is to allow you to gain a more detailed knowledge of one Web 2.0 technology which is relevant to your teaching context.

**Description**

You are required to develop a task/assignment which would be suitable to allow students to demonstrate competence in the use of one Web2.0 technology (eg Youtube, Visme, Padlet etc). (You may wish to use one of the tools that was used in task 2-C above) You are then required to develop a comprehensive marking guide for that assignment. Finally, you need to complete the assignment which you have constructed. (ie do it yourself to create an exemplar response.)

To complete the project you are required to submit;

A. Details of the developed project which you could give to students to assess their knowledge and skills with the tool selected,

B. The exemplar response which you have completed, (the exemplar response does not count towards the overall word count)

C. A detailed marking guide for the project, and

D. Drawing upon at least three key readings from the course, write a brief (750w) discussion on the issues which are important to the assignment constructed. (eg theoretical perspectives, literature support for tasks constructed - why you have done what you have done etc)

**Weighting**

40%

**Length**

Length ( $\pm 10\%$ ): 1500.

**Due Date**

7<sup>th</sup> June

**Submission Method**

Online

This Assessment is to be submitted through the Turnitin Portal in the Assessment section of the Canvas site for the course.

**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.

A marking rubric will be supplied prior to assignment submission.

Additional details of the specific assessment criteria for this assignment are available on the Canvas site, and are subject to negotiation with your course coordinator.

**Return Method**

Online

**Feedback Provided**

Online - 3 weeks after material is submitted.. Feedback will be provided on the Canvas site

# 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

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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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EDUC6101  
 Rubric for Assignments 1 & 3

<b>Criterion</b>	<b>High Distinction</b>	<b>Distinction</b>	<b>Credit</b>	<b>Pass</b>	<b>Fail</b>
Demonstrated understanding of key issues involved in Task or Question	The material provides very strong evidence that the response has been crafted to address the issues implied in the task. The terms have been clearly defined and classify. All important issues have been identified and comprehensively addressed	The material provides strong evidence that the response has been crafted to address the issues implied in the task. There has been a successful attempt to define and classify key terms, and important issues have been identified and systematically addressed	The material provides solid evidence that the response has been crafted to address the issues implied in the task. There has been a successful attempt to define key terms, and important issues have been identified and competently addressed.	The material provides some evidence that the response has been crafted to address the issues implied in the task. There has been an attempt to define key terms, and some important issues have been identified and addressed	The material provides little or no evidence that the response has been crafted to address the issues implied in the task
Coherence of argument or discussion	The assignment has presented a series of points which are well connected and systematically and often thematically presented. These have been combined to present a highly developed response to the question asked/task set.	The assignment has presented various points which are well connected and systematically presented. The useful individual points, have been combined well to present a cohesive response to the question asked/task set.	The assignment has presented various points which are well connected. There are often useful individual points, and a clear "through" argument has been developed.	The assignment has presented various points which are loosely connected. There are often useful individual points, however the argument is not well developed.	The argument has little or no coherence. The presentation has no meaningful discussion or systematic approach to the question/topic set
Synthesis and analysis of appropriate material evident in response	The material presented has systematic identified and appropriately used a diverse range of external material. The work has presented and/or explored alternative positions on the topic and has juxtapose these positions with reference to wider educational theories or practices	The material presented shows considerable evidence of systematic identification and appropriate use of diverse external material. The work has presented and/or explored alternative positions on the topic and has attempted to resolve or juxtapose these positions.	The material presented shows considerable evidence of identification of appropriate external material. The work has presented and/or explored alternative positions on the topic and has made attempts to bring together diverse views.	The material presented shows some evidence of identification of appropriate external material. The work has made preliminary attempts to analyze or explore alternative positions on the topic and/or bring together diverse views.	The material presented shows little evidence of identification of appropriate external material. There is no attempt to analyze or explore alternative positions on the topic or bring together diverse views.
Demonstration of critical thought	The work has made comprehensive and systemic links between the task/question and wider educational contexts. Learning	The work has made comprehensive attempts to consider the task/question in a wider educational context. Learning	The work has made substantial attempts to consider the task/question in a wider educational context.	The work has made preliminary attempts to consider the task/question in a wider educational context. Learning and educational	The work has few indications that the topic has been considered in a wider educational context. Learning and educational

	and educational frameworks, and/or wider educational or political and practical dimensions have been systematically addressed.	and educational frameworks. and/or wider educational or political and practical dimensions have been systematically considered.	Learning and educational frameworks, and/or wider educational or political and practical dimensions are addressed and attempts have been made to relate the task to the these dimensions	frameworks, and/or wider educational or political and practical dimensions are addressed in a basic or preliminary way in the work	frameworks, and wider educational or political and practical dimensions are not overtly considered in the work
Correct use of appropriate reference	The material has expertly used a standard referencing system and the material is excellently expressed. The material presented is free from spelling and grammatical errors and has included a diverse range of referenced support for the arguments presented. Material has included an extremely diverse range of appropriately referenced support for the arguments presented.	The material has consistently used a standard referencing system and the material is well expressed. The material presented is free from spelling and grammatical errors and has included a wide variety of appropriately referenced support for the arguments presented.	The material has generally used a standard referencing system correctly and the material is largely free from spelling and grammatical errors	The material has attempted to used a standard referencing system and the comprehension of the material's meaning is not diminished by spelling or grammatical errors	There is little or no evidence of a standardized approach to referencing, and material has been poorly or inappropriately referenced. There are frequent issues with the spelling and/or expression within the work to the extent that they affect the readability of the work.



Rubric for Assignment 2

<b>Criterion</b>	<b>High Distinction</b>	<b>Distinction</b>	<b>Credit</b>	<b>Pass</b>	<b>Fail</b>
Attempt Task Completion	All set tasks completed in a timely manner. Additionally or optional tasks or contributions are completed. Tasks sequenced and completed in a timely manner that maximized opportunities for interaction	All set tasks completed in timely manner. Additional or optional tasks or contributions also completed.	All set tasks completed and completed in a timely manner	Tasks not completed in a timely fashion or only partially completed	Tasks not completed or only partially completed
This criterion is linked to a learning outcome Positive Cont Positive Contribution	Evidence of systematic reflective and interactive contribution to discussions. Posts have consistently engaged with previous and/or subsequent posts and encouraged further discussion.	Evidence of reflection and interactive contribution to discussions. Posts have engaged with previous and/or subsequent posts and encouraged further discussion	Evidence of interaction to discussions. Post have attempted to engage with previous or subsequent posts and encourage further discussion	Contribution is minimal. Posts will typically made in isolation, Posts are often made in response to the set questions with no attempt to engage with the options of other posters within the section	Little or no positive contribution to discussion
Supportive Nature of Posts	Posts are consistently positive and supportive of fellow class members and use appropriate "netiquette". The level of support encourages further contribution and actively contributes to a safe and encouraging learning space	Posts are consistently supportive of fellow class members and use appropriate "Netiquette". The level of support encourages further contribution and contributes to a safe and encouraging learning space	Posts are consistently supportive of fellow class member and use appropriate "netiquette".	Some support for or interaction with other members of the group. Posts in this area are often of the "yes, i agree with the previous post" type without identifying the rationale for this outcome. Some positive contributions made, and appropriate "netiquette" observed	Little support for or interaction with other members of the group. Inappropriate comments or discouraging posts
Posts demonstrate Leadership	Posts display outstanding leadership dimensions. The posts systematically contribute to the development of the discussion. The posts will frequently make suggestions or utilize strategies which lead to alternative pathways for	Posts consistently demonstrate leadership in discussion and provide guidance to and focus within the discussion. The posts will sometimes make suggestions or utilize strategies which lead to alternative pathways for exploration of the	Posts demonstrate leadership in the discussions and assists with guiding and focusing the discussion. The posts will often make useful suggestions on alternative pathways for exploration in the material, or summarise	Posts have no some dimensions. The posts make some contributions to the direction or development of the discussion. The post will rarely help to set the direction of the discussion	Posts have no leadership dimensions. The posts contribute little to the direction or development of the discussion, and do not help to set the direction of the discussion

	positive exploration of the material or concepts	material or concepts	salient points emerging in the thread.		
Academic and/or practical contribution to discussion	Posts have consistently added new or novel material to assist in the expansion and diversification of the discussion. Contribution of academic material or practical insights has made a positive contribution to the developing discussions.	Posts have often added new or novel material to assist in the expansion and development of the discussion. Contribution of academic material or practical insights has made a positive contribution to the developing discussions	Contribution of academic material or practical insights has made a positive contribution to the developing discussions	Posts have occasionally added additional dimensions to discussion through the introduction of academic material and/or practical insights into issues being discussed.	Posts do not add additional dimensions to discussion through the introduction of academic material and/or practical insights into issues being discussed