This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.
Unit Name: ICT Applications for the Middle Years

Unit Code: CR292

Award: Bachelor of Education (Middle Years) - ICT minor

Core/Elective: Core

Pre/co-requisite: CR191 Introduction to Technology Education: Technology and ICT

Mode: Internal

Delivery/Contact hrs:
- Class contact: 33 hours
- Engagement with unit materials readings: 44 hours
- Assignment preparation: 63 hours
- Total: 140 hours

Teaching Staff: Dr Peter Price

Unit Rationale:
Technology, and especially information and communication technology (ICT), is an inescapable aspect of modern life, in homes, leisure activities and workplaces. There are high expectations by employers, parents and governments that teachers will have many skills with regards ICTs, including personal competence in their use and the ability to devise and implement worthwhile learning activities which appropriately integrate ICTs with other teaching strategies.

This unit helps preservice teachers to further develop skills and knowledge developed in the core cross-curricular literacies unit ES110, delving in further detail into possibilities for use of ICTs in reaching educational outcomes in a variety of curriculum areas and educational contexts.

Preservice teachers completing this unit will be equipped to model and teach creative, efficient, valid uses of ICTs for educationally valuable purposes, which should have many benefits for their students, other teachers and the wider school community.

Learning Outcomes:

On completion of this unit, students will have provided evidence that they have:

1. Developed advanced skills in the use of ICTs for personal and professional applications.
2. Developed advanced skills in the use of ICTs for meaningful, appropriate integration in learning episodes.
3. Identified the literate, numerate and digital demands expected of students engaging in learning in the ICT learning area.
4. Developed teaching and learning strategies and resources to engage, support and assess student learning and development in relation to literate, numerate and digital demands.
5. Developed awareness of how to use ICTs in creative ways within a program of work for middle years students, integrating ICTs with other materials and strategies.
6. Developed personal awareness of trends and features in ICTs, and their potential uses in middle years classrooms and other learning contexts.
7. Developed strategies for ‘future proofing’ their students, to equip them for unknowable futures in which as yet not invented technologies become part of their working and leisure lives.
8. Understood impacts of ICTs on various sectors of society, including governments, commerce, media and education, and how current school students can be prepared to contribute critically, meaningfully and purposefully to society as future adults.
9. Understood the impacts of ICTs on the values and morals of a society, and how a Christian worldview can inform the use, control and possibilities of ICTs in the wider society.
10. Written at an appropriate tertiary standard (with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing and presentation).
Week | Topic
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1 | Introduction; Revision of ICT basics for teachers. Incorporation of literacy, numeracy and digital literacy through use of ICTs across the curriculum
2 | 'Digital pedagogies': adapting, supplementing and creating practices to use ICTs in the classroom
3 | ICT integration and planning: designing teaching and learning with ICTs
4 | 'Teaching machines': tutorial, drill and practice and simulation software
5 | ICTs and learning: learning patterns and styles with ICTs; alternative learning (external, distance, etc.)
6 | The Internet and learning: online research, citing sources, use of online information
7 | Using multimedia in the classroom: manipulating images, sound and video
8 | ICT developments: latest initiatives and innovations, and their implications or potentialities for teaching and learning
9 | WebQuests: designing worthwhile web-based learning tasks
10 | Online communities and learners: use by teachers and students of online forums, chat rooms, resource websites, etc.
11 | Conclusions, future-proofing teachers and students

Set Text Requirements:

Recommended Readings:
Lee, M & Winzenried, A 2009, *The Use of Instructional Technology in Schools: Lessons to be Learned*, ACER, Camberwell, VIC.
**Assessment:**

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Topic/s</th>
<th>Learning Outcomes assessed</th>
<th>Week Due</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshop and Paper (1500 words + 20 minutes)</td>
<td>Students present a creative, innovative workshop explaining and demonstrating excellent use of ICTs for educational purposes. The workshop will be supported by a learning plan incorporating the demonstrated use of ICTs and a short paper describing three different contexts in which the ICTs could be used, and the expected teaching and learning benefits.</td>
<td>1-10</td>
<td>Weeks 4-9</td>
<td>50 %</td>
</tr>
<tr>
<td>Annotated Multimedia Project (1500 words)</td>
<td>Students select a curriculum topic for a specific year level, and prepare an engaging, innovative collection of integrated multimedia resources to support student learning, including images, sound, video, text and online components. Each resource included in the project is to be accompanied by an annotation describing the learning benefits expected and how the resource is to be used.</td>
<td>1-10</td>
<td>Week 15</td>
<td>50 %</td>
</tr>
</tbody>
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**Unit Overview:**

This elective unit gives preservice teachers with a particular interest and expertise with ICTs to explore more advanced uses of ICTs to develop and to support meaningful, innovative programs of learning for their students.