ED645

EFFECTIVE PEDAGOGICAL PRACTICES
WITHIN ICT

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.
<table>
<thead>
<tr>
<th><strong>Unit code</strong></th>
<th>ED645</th>
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<tbody>
<tr>
<td><strong>Unit name</strong></td>
<td>Effective Pedagogical Practices within ICT</td>
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| **Associated higher education awards** | Graduate Certificate in Christian Education  
Master of Education |
| **Duration** | One semester |
| **Level** | Postgraduate |
| **Unit Coordinator** | Dr Paul Rumble |
| **Core/Elective** | Elective |
| **Weighting** | Unit credit points: 10 |
| | Total course credit points:  |
| | Graduate Certificate in Christian Education - 40  
Master of Education - 80 |
| **Student workload** | Directed study hours: 90  
Personal study hours: 60  
Total workload hours: 150 |
| | Students requiring additional English language support are expected to undertake an additional 1 hour(s) per week. |
| **Delivery mode** | External |
| **Pre-/Corequisites** | Prerequisite or corequisite:  
ED601 Applying Worldview Studies to Christian Education  
OR  
ED602 Philosophical Perspectives on Education |
| **Rationale** | The rapid advance of ICT into the life of both students and teachers will be examined and specific developments selected for in-depth study. A particular focus will be placed on the relevance and effectiveness of new technologies as well as on any unintended outcomes. |
| **Learning outcomes** | On completion of this unit, students will have provided evidence that they have:  
1. reviewed and reflected on the common enablers for and barriers to technology integration in educational contexts;  
2. compared, evaluated and applied various pedagogical and learning employing educational technologies;  
3. critically analysed contested issues associated with existing and emergent technologies with reference to scholarly research and current theories;  
4. developed competency in using technology through involvement in a range of technologies across curriculum areas; and  
5. communicated at an appropriate tertiary standard, with special attention to design elements, grammars, usage, logical relations, style and presentation. |
## Content
- The range of education technologies and software.
- Enabler and barriers to the use of ICT in the classroom.
- Pedagogy and ICT.
- Research and ICT.
- The Australian scene.
- Predictions concerning future trends in ICT which have relevance to educational practice.

## Assessment tasks

<table>
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<tr>
<th>Task</th>
<th>Description</th>
<th>Word length/Duration</th>
<th>Weighting</th>
<th>Learning outcomes</th>
<th>Assessed</th>
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<tbody>
<tr>
<td><strong>Task 1:</strong></td>
<td>Review of relevant literature</td>
<td>3000 words</td>
<td>50%</td>
<td>1-3, 5</td>
<td>Y - 2017, S - 2, W - 8</td>
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<tr>
<td><strong>Task 2:</strong></td>
<td>Investigative report</td>
<td>3000 words</td>
<td>50%</td>
<td>1-5</td>
<td>Y - 2017, S - 2, W - 15</td>
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## Specialist resource requirements
- Nil

## Prescribed text(s)
- Nil

## Recommended readings
Recommended readings (continued)


Journals and Periodicals

Australasian Journal of Educational Technology
Australian Journal of Educational Technology
Australian Educational Computing
Journal of Christian Education

Websites

http://aictec.edu.au/

In addition to the resources above, students should have access to a Bible, preferably a modern translation such as the *New International Version* (NIV) or the *New King James Version* (NKJV). These and other translations may be accessed free on-line at http://www.biblegateway.com. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.

Unit summary

This unit considers the range of education technologies and software currently employed in schools. The student is required to examine and evaluate the enabler of and barriers to the use of ICT in the classroom with a special focus on the Australian scene. Informed predictions of future trends are also examined.