

EDN113

Living and learning with technology

Unit Information

Semester 1
2011

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© Published by Murdoch University, Perth, Western Australia, 2011.

Originally written by Jan Herrington, 2011

Revised by Name, Date

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Any URLs included in this UILG were checked for currency at time of publication. Note, however, that the University cannot vouch for the currency of URLs given the volatility of the Internet.

Your Course



This unit is part of the Bachelor of Education (Primary) or the Graduate Diploma of Education (Primary). Your courses have been designed to be a cohesive and connected introduction to teaching over four years (or one year) of university study.

To help you connect this unit to your course, the following tables show the units in your course and an overview of important concepts developed progressively in your studies. You should also refer to the overview booklet on your course that can be found at the school of education web site <http://www.education.murdoch.edu.au/>

Units	YEAR 1 Know yourself as a student and learner	YEAR 2 Know students as learners	YEAR 3 Know the contexts of learning and teaching	YEAR 4 Know the profession of teaching
Semester 1	<ul style="list-style-type: none"> EDN111 Language for Learning and Teaching EDN113 Living and learning with Technology Part I unit Part I unit 	<ul style="list-style-type: none"> EDN221 Learning, Teaching and Assessment 1 EDN223 Teaching English & literacy in Primary Schools (Embedded School Experience days) EDN224 Education for social justice 	<ul style="list-style-type: none"> EDN331 Students and Schools in Context 1 EDN333 Teaching Mathematics in Primary School Part II unit 	<ul style="list-style-type: none"> EDN441 Teaching Society and Environment in Primary Schools (Embedded School Experience) EDN442 Teaching Science in Primary Schools (Embedded School Experience) Part II elective
Semester 2	<ul style="list-style-type: none"> EDN112 Understanding teachers work EDN114 Thinking Mathematically EDU115 Thinking Scientifically Part I unit 	<ul style="list-style-type: none"> EDN 222 Learning, Teaching and Assessment 2 EDN2100 School Experience (10 days) EDN225 Teaching the Arts in Primary Schools EDU226 Teaching Health and Physical Education in Primary Schools 	<ul style="list-style-type: none"> EDN332 Students & schools in contexts 2 (Embedded School Experience) EDN334 Inclusive Ed Part II elective Part II elective 	<ul style="list-style-type: none"> EDN443 Planning for effective learning environments EDN4300 Professional Internship: B.Ed (40 days) EDN444 Professional Issues and Pathways to the Profession

Core texts

Semester 1 2011	<p>Emmitt, M., Zbaracki, M., Komesaroff, L. & Pollock, J. (2010) <i>Language and Learning. An Introduction for Teaching</i> (5th. Ed.) Melbourne: Oxford University Press.</p> <p>Haylock, D. (2010) <i>Mathematics Explained for Primary Teachers</i>. Sage Publications</p> <p>Haylock, D. with Manning, R. (2010) <i>Student Workbook for Mathematics Explained for Primary Teachers</i>. Sage Publications.</p>	<p>McInerney, D.M. & McInerney, V. (2010) <i>Educational psychology: Constructing learning</i>. (5th edition). Pearson (Also Semester 2)</p> <p>Brady, L. & Kennedy, K. (2009). <i>Celebrating student achievement: Assessment and reporting</i>. (3rd edition). Pearson (Also Semester 2)</p> <p>Winch et al. (2010) <i>Literacy, Reading, Writing & Children's literature</i>. Oxford</p> <p>Craven, R. (Ed.) 1999, <i>Teaching Aboriginal Students</i>, Allen & Unwin</p>	<p><i>Teaching Mathematics in Primary School</i> (2004) Zevenbergen, R., Dole, S. and Wright, R. Allen & Unwin</p>	<p>Shor, I. (1992). <i>Empowering Education: Critical Teaching for Social Change</i>. Chicago: The University of Chicago Press.</p> <p>Skamp, J. (2008) <i>Teaching Primary Science Constructively</i> 3rd Ed. Marrickville: Harcourt Brace. Also Hewitt et al used in the first year</p>
Semester 2 2011	<p>Hewitt, P. G., Lyons, S., Suchocki, J., & Yeh, J. (2007). <i>Conceptual integrated science</i>. San Francisco, California: Pearson/Addison Wesley.</p> <p>Ground Water Smith, S., Ewing, R. and Le Cornu, R. (2011). <i>Teaching: Challenges and Dilemmas</i>. 4th Ed. Melbourne: Cengage</p>	<p>McDonald, T/ (2010) <i>Classroom Management: engaging students in learning</i>. Oxford Dinham, J. (2011) <i>Delivering Authentic Arts Education</i>. Cengage</p> <p>Pill, S. (2007) <i>Play with Purpose</i>. ACHPER</p>	<p>McDonald, T/ (2010) <i>Classroom Management: engaging students in learning</i>. Oxford</p>	<p>McDonald, T/ (2010) <i>Classroom Management: engaging students in learning</i>. Oxford</p>

School of Education Bachelor of Education (Primary) SCOPE AND SEQUENCE 2011		YEAR 1 Know yourself as a student and learner	YEAR 2 Know students as learners	YEAR 3 Know the contexts of learning and teaching	YEAR 4 Know the profession of teaching
AITSL/ WACOT Domains of Teaching	Professional Portfolio based on the AITSL National Graduate Attributes (DRAFT)	Introduction to portfolio Identified formative components of your portfolio Collecting and reflecting on portfolio evidence*	o Collecting and reflecting on portfolio evidence against criteria *	Collecting and reflecting on portfolio evidence against criteria*	Collecting and reflecting on portfolio evidence against criteria* Completing exit professional portfolio
	Professional knowledge	1. Students	Murdoch University Graduate Attributes Identifying own areas of strengths and personal competencies Learning styles Multiliteracies Multiple Intelligences Domains	Understanding the learning of individual students Profiling students as learners in curriculum areas Establishing and developing individual and small group relationships	Understand groups of students Profiling what groups of learners know Establishing and developing formal relationships with students, school and community
2. Curriculum		Big picture curriculum state, national, structures, policies and their inter-relatedness	Specific curriculum structures and policies (English, Arts and HPE)	Specific curriculum structures and policies (Mathematics and specialisations) Differentiation of curriculum	Specific curriculum structures and policies (Society and Environment, Science and specialisations) Current and future curriculum issues and policies
3. Learning/ Teaching		Team teaching with collaborating teachers Collaborative lesson plans	Team teaching with collaborating teacher and peers Series of lesson plans using frameworks such as Bloom's Taxonomy Processes of learning	Team teaching with collaborating teacher – with an increasing focus on taking responsibility for groups of students and whole classes Series of lesson catering for groups of students and whole classes	Teaching taking individual responsibility Short, mid and long term integrated planning strategies
4. Teaching Practice		Language acquisition Questioning techniques Inquiry cycle Oral reading Introduction to classroom management proactive and reactive strategies	Theories of learning – conditions, developmental, student characteristics, constructivism, embodied learning Theories of classroom management	Catering for Student diversity and inclusion Proactive and reactive classroom management strategies for range of contexts and scenarios	Synthesis of theory and practice Developing personal classroom management philosophy and plan
5. Learning Environment		Introduction to a range of classroom environments for the 21st Century Focused observation and documentation	Environments specific to curriculum areas (English, Arts and HPE) Strategies for managing learning environments	Environments specific to curriculum areas (Mathematics and specialisations) Differentiated learning environments, resources and centres	Environments specific to curriculum areas (Society and Environment, Science and specialisations) Integrated and changing learning environments
Professional Practice					

School of Education Bachelor of Education (Primary) SCOPE AND SEQUENCE 2011		YEAR 1 Know yourself as a student and learner	YEAR 2 Know students as learners	YEAR 3 Know the contexts of learning and teaching	YEAR 4 Know the profession of teaching
Professional Engagement	6. Planning/ Assessment (Reporting)	Introduction to planning, teaching and assessment cycles Connect, extend and challenge students Assessing inquiry cycle	Planning teaching and assessment cycles in curriculum areas (English, Arts and HPE) Shaping lesson structure: introduction, task, conclusion Principles and processes of assessment Providing formative and summative feedback	Planning, teaching and assessment cycles in curriculum areas (Mathematics and specialisations) Expect, recognize and cater for diversity in the classroom, school and community Focus on class and school processes of reporting; collaborative reporting with students and families	Planning teaching and assessment cycles in curriculum areas (Society and Environment, Science and specialisations) Formal processes of reporting – systems level
	7. Professional Learning (observation & research)	Bronfenbrenner’s social ecological model Focused observation & research about self (autobiography) using interview, record, transcribe, recount	Focused observation and research about learners in specific curriculum areas (English, Arts and HPE) Reflective practice, action research, collegial collaboration	Focused observation and research about learners in (Mathematics and specialisations) Focused observation and research about contexts – student, teacher and environment	Focused observation and research about learners in (Society and Environment, Science and specialisations) Literature review, annotated bibliography and research on an educational issue
	8. Professional Responsibility	Introduction to legal and accreditation responsibilities and professionalism Identifying and exploring the roles of the teacher Introduction to descriptive reflective practice (Moon/Dewey) and research critique	Professional reading relating to curriculum areas Roles of teachers in specific curriculum areas Curriculum engagement Reflective practice (Schön) and action research	Professional reading relating to curriculum areas Roles of teachers when differentiating the curriculum Reflective practice (Kolb and Gibbs)	Professional reading relating to curriculum areas and profession Changing professional roles Legal responsibilities and accreditation requirements Reflective practice – critical lenses (Brookfield) Action Research
	9. Partnerships	Communication for collaboration (skills)	Collaborating effectively with peers and mentors	Collaborating effectively with school based personnel and community	Establishing and collaborating effectively with Professional networks

Overview of your School Experience units

School Experience Project and Practice	<ul style="list-style-type: none"> ○ EDN111 Project and Practice (Observation and research) ○ Inquiry cycle 	<ul style="list-style-type: none"> ○ EDN223 Project and Practice (English) ○ EDN2100 Practice-based Project and Practice (Arts & HPE) ○ Learning, Teaching and Assessment cycle 	<ul style="list-style-type: none"> ○ EDN332 Project and Practice (Maths) ○ Project and Practice 2 ○ Catering for differentiation in the Learning, Teaching and Assessment cycle 	<ul style="list-style-type: none"> ○ EDN441 Project and Practice (SOSE) ○ EDN442 Project and Practice (Science) ○ EDN4300 Internship (Integrated; portfolio) ○ Integration in the Learning, Teaching and Assessment cycle
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Overview of your course units

<p>Units Semester 1</p>	<ul style="list-style-type: none"> ○ EDN111 Language for Learning (Embedded School Experience) ○ EDN113 Living and learning with Technology ○ Part I unit ○ Part 1 unit 	<ul style="list-style-type: none"> ○ EDN221 Learning, Teaching and Assessment 1 ○ EDN223 Teaching English & literacy in Primary Schools (Embedded School Experience days) ○ EDN224 Education for social justice 	<p>EDN331 Students and Schools in Context 1 EDN333 Teaching Mathematics in Primary School Part 11 unit</p>	<p>EDN441 Teaching Society and Environment in Primary Schools (Embedded School Experience) EDN442 Teaching Science in Primary Schools (Embedded School Experience) Part 11 elective</p>
<p>Semester 2</p>	<ul style="list-style-type: none"> ▪ EDN112 Understanding teachers work ▪ EDN114 Thinking Mathematically ▪ EDU115 Thinking Scientifically ▪ Part I unit 	<ul style="list-style-type: none"> ▪ EDN 222 Learning, Teaching and Assessment 2 ▪ EDN2100 School Experience (10 days) ▪ EDN225 Teaching the Arts in Primary Schools ▪ EDU226 Teaching Health and Physical Education in Primary Schools 	<p>EDN332 Students & schools in contexts 2 (Embedded School Experience) EDN334 Inclusive Ed Part 11 elective Part 11 elective</p>	<p>EDN443 Planning for effective learning environments EDN4300 Professional Internship: B.Ed (40 days) EDN444 Professional Issues and Pathways to the Profession</p>

Graduate Diploma of Education (Primary) Students

This unit is part of the Graduate Diploma of Education (Primary). Your course has been designed to be a cohesive and connected program of study over two semesters of full time study. In this unit, although the content is the same as that for the Bachelor of Education Primary the assessment requirements will be different and will require you to read the section on assessment carefully. Some units are a requirement for all School of Education students. You will find the texts for units in the Bachelor of Education and the Graduate Diploma of Education the same.

The Graduate Diploma of Education (Primary) is an intensive two semesters of study and will require you to be organised and aware of the requirements for each of your units. Please refer to the Course Plan at <http://www.education.murdoch.edu.au/> for further information. Your course addresses the scope and sequence outlined earlier for the Bachelor of Education (Primary) but compacts and overlaps these concepts

Some units need to be studied before other specific units or concurrently with specific units. Check the requirements in the course plan and/or talk with the course advisor. Also, some units require you to be physically present on campus. Please check that you understand all the requirements of your course and plan your intensive study accordingly.

Living and learning with technology EDN113

Unit Information

This information should be read in conjunction with the online learning materials which can be found on your MyUnits page.

ONE

Introduction

Unit overview

Welcome to EDN113: *Living and learning with technology*.

Teachers need to feel comfortable using technology in their classrooms, and more importantly, they need to know how to encourage their students to use technology to learn and solve problems, and create polished and sharable products. This unit provides practical and theoretical understanding on educational technologies, not as hardware and software that are objects of study themselves, but as useful tools that impact on our everyday lives. The unit gives you the opportunity to explore technology as social beings, as student learners and researchers at university, and as classroom teachers. Tasks will be documented and presented in a website that you create, and will focus on the creation of authentic products.

Prerequisites

There are no prerequisite units to be studied in the course prior to this unit.

You will need access to a computer and the internet to study this unit.

Aims and objectives

Unit aims

The broad aims of this unit are to give you opportunities to explore the use of technology in three key ways:

1. The use of information and communication technologies (ICT) in your personal and professional life - a focus on **social** uses of technology.
2. ICT as cognitive tools, exploring how you can facilitate student use of ICT in learning, including electronic whiteboards in the classroom - a focus on **pedagogical** (teaching-related) uses of technology.
3. Technology tools that can assist you in your own learning and research at University (and beyond) - a focus on **learning and researching** using technology.

Learning objectives

On successful completion of the unit, you should be able to:

1. Plan and create a personal/professional website
2. Create and reflect upon a range of educational activities using technology in an online blog
3. Use a range of software, applications, web-based tools and technologies with confidence
4. Plan, create, organise and publish information rich learning activities and resources using a range of software and web applications
5. Access web-based programs and resources as pedagogical tools
6. Work collaboratively in a large group project to produce an educational technology-based resource
7. Explain ways of using information technologies as cognitive tools in educational settings

Graduate Attributes

This unit will contribute to the development of the following Graduate Attributes. See <http://our.murdoch.edu.au/Educational-Development/Preparing-to-teach/Graduate-attributes/>

1. Communication	The ability to communicate effectively and appropriately in a range of contexts using communication, literacy, numeracy and information technology skills.
2. Critical and creative thinking	The ability to collect, analyse and evaluate information and ideas and solve problems by thinking clearly, critically and creatively.
3. Social interaction	A capacity to relate to and collaborate with others to exchange views and ideas and to achieve desired outcomes through teamwork, negotiation and conflict resolution.
4. Independent and lifelong learning	A capacity to be a self directed learner and thinker and to study and work independently.
5. Ethics	An awareness of and sensitivity to ethics and ethical standards on interpersonal and social levels, and within a field of study and/or profession.
6. Social justice	An acknowledgment of and respect for equality of opportunity, individual and civic responsibility, other cultures and times, and an appreciation of cultural diversity.
7. Global perspective	An awareness of and respect for the social, biological, cultural and economic interdependence of global life.
8. Inter-disciplinarity	A capacity to acquire knowledge and understanding of fields of study beyond a single discipline.
9. In-depth knowledge of a field of study	A comprehensive and in-depth knowledge of a field of study and defined professional skills where appropriate.

This unit is particularly strong on helping you to attain Graduate Attributes 1, 2, 3, and 4.

Connecting this unit to professional standards

The School of Education is a professional school within the university which means that on successful completion of your course you are eligible for accreditation to teach in schools. All teachers in Australian schools are required to have accreditation. At present local professional standards are administered by the Western Australian College of teaching (WACOT) and national standards are under development. There is a close connection between the Murdoch University Graduate Attributes and the more specific requirements of teacher accreditation. As the Scope and Sequence for your course (pages 4-5) shows, this unit is part of a cohesive course designed to meet these standards. In your course you will undertake school based learning units. These units operate under the Murdoch University Workplace Learning policy (<http://www.murdoch.edu.au/admin/policies/workplacelearning.html>) and Professional Behaviours policy (<http://www.murdoch.edu.au/index/policies/>).

Unit coordinator

Your coordinator for Living and Learning with Technology is Dr Jan Herrington, Professor of Education in the School of Education.

Contact details

Contact your tutor in the first instance (see below)

Coordinator: Email: j.herrington@murdoch.edu.au

Room: Room 3.018, Education & Humanities Building, South Street

Tutor

You will be notified of your tutor's name and contact details at the beginning of the unit. Please write your tutor's name and details here.

Administrative contact

If unable to contact your tutor or unit coordinator, please contact Ms Tania Corbett in the School of Education.

Administration: Email: t.corbett@murdoch.edu.au
Phone: (08) 9360 2958

Technical help

For technical difficulties contact the IT Service Desk:

ITservicedesk@murdoch.edu.au or phone (08) 9360 2000

For difficulties with other online materials contact your tutor or unit coordinator.

How to study this unit

Whatever your level of expertise with technology and ICTs, beginner or expert, this unit will allow you to demonstrate your learning and growth in your use of ICTs over the semester. Essentially, by completing the tasks, you complete the unit, and the examination will allow you to further reflect on the use of technology in many areas of our lives as teachers and learner/researchers.

Basically, in the first weeks, you will create a website that will act as a canvas for all the work you do in the unit. You will have the opportunity to create a range of resources that you will either put onto your website, or, if the resource is somewhere else in the 'cloud', you will provide a link to it.

The unit is designed for you to use your own technology. Classes are not held in labs (although every tutorial room will have access to an electronic whiteboard). So if you have a laptop, iPad or internet enabled mobile phone, bring that along to class. If you have a desktop at home, that is fine too, and you can do most of the computer-based work there. If you have no computer, there are labs and library computers you can use on campus (both at Murdoch and Rockingham). This class will not teach technology tools in a step by step fashion, but you will be guided to learn in collaborative classes focussing on support. The guiding approach is that students learn best 'with' technology rather than 'from'!

The nature of the unit means that we will start you off with a range of strategies, resources and ideas, but you are also expected to contribute. You will be able to do this through the unit website (LMS), where you will be able to upload your key references and sites for others to access. You will be expected to search and read widely and apply your ideas to the resources you create. The things you learn in this unit will be applicable throughout your course and into your teaching career.

Learning activities

You are to organise your work and produce a professional website that contains, or links to, all the activities in the unit, including:

- evidence of your learning in the unit - as social being, as teacher, and as learner/researcher.
- evidence of your learning of a range of applications, productivity tools and web programs
- a group resource, and presentation
- links to documents and/or resources developed or collected over the course of the unit
- an electronic journal or blog of your weekly reflections of the unit learning experiences.

There will be a 1 hour lecture each week for internal students (available through iLecture for external students), although sometimes this will be an online lecture for all. There is a 2 hour tutorial for internal students that will be online a few times (see Study Schedule below), and external students will work with the support of an online tutor.

Time commitment and attendance

As this is a 3 credit point unit, we expect you to spend on average *10 hours / week for the 15 weeks of this teaching period (or 150 hours overall)* working on this unit.

See the Units Policy and the guideline of an average student workload of 50 hours for one credit point:
<http://www.murdoch.edu.au/index/policies/>

Unit changes in response to student feedback

Your feedback is important to us. Please take the time to complete the Unit Survey issued towards the end of the semester, as the information you give us helps us to improve the unit.

Study schedule

This timetable will help you to plan your study over the semester.

Week	Topic	Lecture	Tutorial	Assignments	Due
1	Social	On campus	No tutorial		
2		On campus	On campus		
3		On campus	On campus	Assignment 1(A) (5%) <ul style="list-style-type: none"> <input type="checkbox"/> Website (shell or prototype) <input type="checkbox"/> Contact details <input type="checkbox"/> Photograph of you <input type="checkbox"/> 'About me' info 	Friday: Week 3 4 March
4		Online	Online		
5			On campus	On campus	Assignment 1(B) (20%) Website including (or links to): <ul style="list-style-type: none"> <input type="checkbox"/> Blog <input type="checkbox"/> Social resource 1 <input type="checkbox"/> Social resource 2
6	BREAK				
7		Online	On campus		
8		On campus	On campus		
9	Learner /researcher (and teacher - continued)	On campus	On campus		
10		Online	Online		
11		BREAK			
12		On campus	On campus	Assignment 2(A) Group project (15%) <ul style="list-style-type: none"> <input type="checkbox"/> Group resource <input type="checkbox"/> PowerPoint slides 	Mon-Fri Week 12 (in class)
13		Online	Online	Assignment 2(B) (30%) Website including (or links to): <ul style="list-style-type: none"> <input type="checkbox"/> Blog <input type="checkbox"/> Teacher resource 1 (Electronic whiteboard resource) <input type="checkbox"/> Teacher resource 2 <input type="checkbox"/> Learner/researcher resource 1 (EndNote) <input type="checkbox"/> Learner/researcher resource 2 <input type="checkbox"/> Links and resources 	Friday: Week 13 13 May
14	Exam preparation	On campus	On campus		
15	STUDY WEEK				
16	ASSESSMENT/EXAM PERIOD				
16	ASSESSMENT/EXAM PERIOD				

TWO

Resources for the unit

Unit materials

To undertake study in this unit, you will need:

Essential textbook



The textbook for EDN113 is:

- ❑ Jonassen, D., Howland, J., Marra, R. & Crismond, D. (2008). *Meaningful learning with technology* (3rd Ed.). Upper Saddle River, NJ: Pearson.

This is an excellent text written by a world leader in educational technology (David Jonassen) and his colleagues. It does not give step-by-step directions on how to use technologies (this information is freely available and more up-to-date on the web). What it does do is introduce you to the idea that technology is most powerful in learning when it is used by students to solve problems and create products they are proud of. **It is recommended that you buy this book.**

Try searching Jonassen on the web and you will see the impact he has had in the field. His own personal website is really worth a look. Just search Google using the search terms *David Jonassen website*.

If you would like to purchase an educational technology book that is more ‘hands-on’, you might like to look at:

- ❑ Shelley, G.B., Gunter, R.E. & Gunter, G.A. (2010). *Teachers discovering computers: Integrating technology and digital media in the classroom* (6th ed). Boston: Cengage.

This text is **optional** and it is not necessary to purchase it.

Other references



There is no printed Reader for this unit. However, there are selected references and readings on the Unit website, that you will also contribute to.

Online resources



Your Online Unit and Lectopia (iLecture) recordings can be accessed from your MyUnits page.

The unit website is used to give you access to a range of resources (including many links to ‘how-to’ instructions and guidelines), but in this unit you will also contribute resources.

Library resources



Electronic Course Material & Reserve info:
<http://prospero.murdoch.edu.au/search~S1/>

Past exam papers:
<http://wwwlib.murdoch.edu.au/exams/>

EndNote



In order to study this unit, you will need to use **EndNote**.

What is EndNote?

Correctly referencing your books and papers is essential when you study at University, and EndNote helps you do it! It is a bibliographic referencing tool that you use on your computer (PC or Mac).

Where can I get EndNote?

Murdoch University staff and students can get a copy of the EndNote software from the IT Service Desk in the Library. You will need to provide a blank CD for the software to be copied to. External students should request the software from the IT Service Desk and also supply a self-addressed reply paid envelope suitable for holding a CD.

Where can I find out more about it?

There is a webpage devoted to EndNote in the Murdoch Library site. Go to the Library website and click Library > LibGuides > EndNote. There are tutorials there and helpful information. If you want to make a good start in all your units, why not get a copy now and try it out.

Computing resources

You need access to a computer and to the internet to study this unit.

Computers are available in the Library at both Murdoch and Rockingham campuses for students and staff. You need to use your Murdoch Username and Password to log on to all computers except those for community access. Look in the IT Services desk website for information on computers available in labs on campus. Look under the menu item *IT Services for students A-Z*.

If you wish to buy a computer, either a Mac or PC is suitable for use in this unit. You can access education pricing (includes a discount) for computers at the IT service desk. Look at their site at: <http://www.its.murdoch.edu.au/ordering/>

Please note that an iPad and/or internet mobile phone may also be used for this unit but it may be a little more difficult inputting data and creating products on these devices.

THREE Assessment

Assessment components

You will be assessed on the basis of:

Assignment	Description	Value	Due
Assignment 1(A)	Website and blog set-up	5%	Friday, Week 3 4 March
Assignment 1(B)	Website and social technology examples	20%	Friday Week 5 18 March
Assignment 2(A)	Group project and PowerPoint presentation	15%	During Week 12
Assignment 2(B)	Final website with social, teaching and learning technologies examples	30%	Friday Week 13 13 May
Examination		30%	Assessment period

Assessment details

Task 1: Social technologies

Due date: Part A: Due Friday Week 3 PART B: Friday Week 5

Weighting: Part A: 5% PART B: 20%

Format and length: Website, including links to social uses of technology

Assignment details: (further details will be given in class)

Create a personal website that will be used to present all your work in EDN113.

PART A:

- Prepare a website (a shell or prototype) including your contact details, an ‘About me’ section, a photograph, and a blog.

PART B:

- Examine and learn to use **two** additional software programs or web applications (one from a list supplied in class and one of your own choosing) and present an example of each as a social tool.
- Comment on your blog about the process of creating your website, and provide reflections on how you went about learning or refining the additional programs or applications and creating examples of their use.

Assessment criteria:

- Creation of prototype website, including blog (or link to blog), contact details, ‘About me’ introduction and photograph (5%)
- Development of functional and well-designed web-based platform for presentation of your unit products (20%) including:
 - A blog with entries presented in logical and effective format
 - Examples of 2 social technologies and reflective comment
 - Clarity of expression, visual interest (pictures, headings, etc.) and general presentation and layout, correct citation and referencing style

Task 2: Teaching and learning/researching technologies

Due date: PART A: During Week 12 PART B: Friday Week 13
Weighting: PART A: 15% PART B: 30%
Format: Website, Blog, PowerPoint and other forms as appropriate

Assignment details: (further details will be given in class)

In Task 2, you will explore technologies appropriate to your life as a teacher and as a learner/researcher. You will continue to work individually, and in a group, on products for your website, including:

PART A:

- Complete a group task where you create a small sharable educational resource (such as a website, wiki, or Facebook page) on an educational topic of your choosing.
- Create a PowerPoint or KeyNote presentation on the making of the resource, to be presented by groups in tutorials in Week 12.

PART B:

- Examine and learn to use **two** additional technologies, software programs or web applications (one of which is an electronic whiteboard and one from a list supplied in class) and present an example of each as a **teaching** tool.
- Examine and learn to use **two** additional software programs or web applications (one of which is EndNote and one from a list supplied in class) and present an example of each as a **learning/research** tool.
- Create links to useful resources and sites from your website.
- Continue to comment on your blog about the process of creating your website, and provide reflections on how you went about learning or refining the technologies, programs or applications and creating examples of their use.

Assessment criteria: (further details will be given in class)

- Creation of a functional and well-designed web-based platform for presentation of your unit products (45%) including:
 - A blog presented in logical and effective format comprising weekly reflections on the learning experiences within the unit
 - Evidence of your learning in the unit - as social being, as teacher, and as learner (i.e., examples of 7 teaching and learning technologies, including the group resource, Powerpoint, electronic whiteboard, EndNote and others of your choosing)
 - Links to documents and/or resources developed or collected over the course of the subject
 - Clarity of expression, visual interest (pictures, headings, etc.) and general presentation and layout, correct citation and referencing style

Group work marks will be allocated as a shared group mark (everyone in the group will receive the same mark). See

<http://www.murdoch.edu.au/admin/policies/assessmentlinks.html#7.9>

Assignment cover sheets

Electronic assignment submission

When submitting assignments electronically, please use the Electronic Cover Sheet available at: <http://www.murdoch.edu.au/admin/policies/electronic.html>

Assignments should be submitted electronically through the LMS. Because your assignments in this unit are always in (or linked to) your website, when you submit your

assignment, it is only necessary to submit the Assignment Cover Sheet with the URL or address of your website printed on the sheet. Remember to backup your work just in case!

So your submission doesn't get mixed up with others, use a filename which follows the convention: Last name, Student Number, Unit Code, Assignment Number, (e.g. Lim12345678EDN113Assign2).

Assignment submission

Normally the due date is the date on which the assignment should be received in the University. However there are occasions where this is impossible and an extension from your tutor is needed. In the past some students have misunderstood the purpose of the extension. The extension is granted only where extraordinary events have prevented completion of an assignment. Consequently, extensions are inappropriate if your submission is delayed by:

- Continuing employment commitments. If your employment workload is too high then you should consider either reducing your work hours, or your academic load.
- Continuing academic commitments. Most units allow you to plan your workload some weeks in advance. Again, if you find your workload too high (especially if you are 'overloaded') you should consider reducing your academic load. The Teaching and Learning Centre also offers free advice to assist you to take control of your learning.
- Continuing events in your private life. If commitments cannot be avoided then you should consider changing your academic load. Help is also available on a confidential basis from the University Health Service.

The extension may be appropriate for temporary situations, such as a short illness, or where a close relative has died, or a similar event. In these instances, contact your tutor as soon as possible to request an extension. If given an extension you must provide documentation in the form of a medical certificate or statutory declaration. This must accompany the assignment with a written note explaining why the assignment is late. In summary, if you believe an assignment will be late, please let the appropriate unit coordinator know.

Assignment submissions cannot be accepted after the examination period has commenced unless deferred assessment on the unit as a whole has been approved. Deferred assessment may be granted in cases of extenuating personal circumstances such as serious personal illness or bereavement. Applications for deferred assessment must be submitted by the end of Week 13 of the semester or, in the event of circumstances arising after that date, before the examination. Refer to the current University Handbook for details or <http://handbook.murdoch.edu.au/>

Examination

The final examination will be of 2 hours duration and held in the two-week examination period. You may take **one double-sided A4 sheet** of paper with notes into the examination. Further information on the format of the examination will be given during the semester.

The University requires that all students sitting end-of-semester examinations (including those held off-campus) must show photographic identification.

Students may inspect their marked examination scripts and discuss the marking with the unit coordinator within 14 days of the posting of results (Degree Regulation 43). For further information about examinations, refer to: <http://www.murdoch.edu.au/oss/exams/>
For further information about examinations, refer to <http://our.murdoch.edu.au/Student-life/Get-organised/About-exams/>

Attendance/participation requirements

Internal students are expected to attend all lectures and tutorials on campus, and access all activities and resources associated with non-campus-based lectures and tutorials (as noted on the Study Schedule above).

Determination of the final grade

In order to pass this unit, you must:

- Submit all assessable work; and
- Achieve a satisfactory performance (normally 50%) on the combined assignment marks
- Achieve a satisfactory performance (normally 50%) on the Examination

Your final result for the unit will be reported by the following letter grades. In order to achieve a particular grade, you will need to attain the notional percentage listed below both overall and in the component which is done under supervision (the examination). Note that marks may be scaled to ensure equity of marking by different tutors and across assignments of different difficulty. See Assessment Policy regarding grades at <http://www.murdoch.edu.au/index/policies/>

Notation	Grade	Percentage Range
HD	High Distinction	80 – 100
D	Distinction	70 – 79
C	Credit	60 – 69
P	Pass	50 – 59
N	Fail	Below 50
DNS	Fail	Fail, the student failed to participate in assessment components that had a combined weighting of 50% or more of the final mark.
S	Supplementary Assessment	45 – 49*

*The award of the grade of S shall be at the discretion of the Unit Coordinator except where clause 11.8 applies.

The grade descriptors are provided at <http://www.murdoch.edu.au/index/policies/>

University policy on assessment

Assessment for this unit is in accordance with the provisions of Degree regulations 40–48. Check these at

<http://www.murdoch.edu.au/admin/legsln/regs/bachelor.html#assessment>

Assessment roles and responsibilities

Please refer to section 8 in the Assessment Policy at <http://www.murdoch.edu.au/index/policies/>

Non-discriminatory language

Please refer to <http://our.murdoch.edu.au/Student-life/Rights-and-responsibilities/Your-responsibilities/Non-discriminatory-language-guidelines/>

Academic integrity

Murdoch University encourages its students and staff to pursue the highest standards of integrity in all academic activity. Academic integrity involves behaving ethically and honestly in scholarship and relies on respect for others' ideas through proper acknowledgement and referencing of publications. Lack of academic integrity, including the examples listed below, can lead to serious penalties.

Find out more about how to reference properly and avoid plagiarism at <http://our.murdoch.edu.au/Student-life/Study-successfully/Referencing-and-citing/>

Plagiarism	Inappropriate or inadequate acknowledgement of original work including: <ul style="list-style-type: none">○ Material copied word for word without any acknowledgement of its source○ Material paraphrased without appropriate acknowledgement of its source○ Images, designs, experimental results, computer code etc used or adapted without acknowledgement of the source.
Ghost writing	An assignment written by a third party and represented by a student as her or his own work.
Collusion	Material copied from another student's assignment with her or his knowledge.
Purloining	Material copied from another student's assignment or work without that person's knowledge.

Adapted from Section 9.3 of the Assessment Policy, Plagiarism and Collusion at <http://www.murdoch.edu.au/index/policies/>

Plagiarism-checking software

The University uses software called Turnitin which checks for plagiarism. The Coordinator may have added a link to Turnitin in your online unit. Please note that when you or your Unit Coordinator submit assignments electronically to Turnitin, a copy of your work is retained on the database to check collusion and future plagiarism. The University has a legal agreement with Turnitin that it will not share or reproduce student work in any form.

Advice on using Turnitin can be found at <http://our.murdoch.edu.au/Educational-technologies/Turnitin/>

Student appeals

Murdoch University encourages students to resolve issues initially through their Unit Coordinator and/or appropriate Faculty staff member. In cases where this is not possible, the University has in place a Student Appeals process. This process is a mechanism open to all Murdoch University students and there is no fee. The fundamental principles of this process include:

1. natural justice and procedural fairness;
2. transparency and accountability;
3. the provision of regular procedural review; and
4. the enhancement of the appeals process and outcomes.

An appeal is not a merits based review, in other words, the committee will not reconsider a student's performance to determine whether a different grade should be awarded. Rather, it is a procedural review and will investigate whether proper process has been followed. In cases where the appeal of a student is upheld by the Student Appeals Committee, the committee will consider what remedy, if any, is appropriate. Students seeking a review of a grade or mark are instead encouraged to follow the procedures set out in the University's complaint process at <http://www.murdoch.edu.au/vco/secretariat/complaints/>

Information on the Student Appeals process can be found at <http://www.murdoch.edu.au/vco/secretariat/appeals/appeals.html>

Student complaints

Please refer to <http://www.murdoch.edu.au/vco/secretariat/complaints/>

Conscientious objection in teaching and assessment

This relates to an objection based on an individual's deep moral conviction of what is right and wrong). For guidelines on conscientious objection, see <http://www.murdoch.edu.au/vco/secretariat/admin/gdelines/consciobj.html>