Unit Guide

Extract from Unit Guide developed by Jan Herrington

Living and learning with technology

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Contents

Introduction

Unit overview

Welcome to *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.

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

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. 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

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.

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	iTunes 10	On campus	On campus		
3		On campus	On campus	Assignment 1(A) (5%) ❑ Website (shell or prototype) ❑ Contact details ❑ Photograph of you ❑ 'About me' info	Friday: Week 3 4 March
4		Online	Online		
5	Teacher PowerPoint	On campus	On campus	Assignment 1(B) (20%) Website including (or links to): ❑ Blog ❑ **Social** resource 1 ❑ **Social** resource 2	Friday: Week 5 18 March
6		///// BREAK /////			
7		Online	On campus		
8		On campus	On campus		
9	Learner /researcher (and teacher - continued) EndNote	On campus	On campus		
10		Online	Online		
11		///// BREAK /////			
12		On campus	On campus	Assignment 2(A) Group project (15%) ❑ Group resource ❑ PowerPoint slides	Mon-Fri Week 12 (in class)
13		Online	Online	Assignment 2(B) (30%) Website including (or links to): ❑ Blog ❑ **Teacher** resource 1 (Electronic whiteboard resource) ❑ **Teacher** resource 2 ❑ **Learner/researcher** resource 1 (EndNote) ❑ **Learner/researcher** resource 2 ❑ 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 /////			

Resources for the unit

To undertake study in this unit, you will need:

Essential textbook

The textbook for this unit 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 they are proud of. **It is recommended that you buy this book**.

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.

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?
University staff and students can get a copy of the EndNote software from the IT Service Desk in the Library.

Where can I find out more about it?
There is a webpage devoted to EndNote in the 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 university campuses for students and staff. You need to use your University 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.

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.

Assessment

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

Assignment cover sheets

Assignments must 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!

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 this unit.

PART A:

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

PART B:

- o   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.
- o   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:

- o   Creation of prototype website, including blog (or link to blog), contact details, 'About me' introduction and photograph (5%)
- o   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:

o   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.
o   Create a PowerPoint or KeyNote presentation on the making of the resource, to be presented by groups in tutorials in Week 12.

PART B:

o   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.
o   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.
o   Create links to useful resources and sites from your website.
o   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)

o   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).