EDUC90589 Technology Culture and Education

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2011, Parkville This subject commences in the following study period/s: Semester 2, Parkville - Taught on campus. Online / distance mode
Time Commitment:	Contact Hours: 24 hours online interaction. Total Time Commitment: 125 hours total time commitment. Attendance at all classes (tutorial/seminars/practical classes/lectures/labs) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject.
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Description, Subject Objectives, Generic Skills and Assessment Requirements of this entry. The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the HDisability Liaison Unit websiteH: Hhttp://www.services.unimelb.edu.au/disability/H
Coordinator:	Mr Ted Clark
Contact:	Education Student Centre
Subject Overview:	This subject analyses of the use of information and communications technology in education, domestic and adolescent and other cultures using current and developing social and education theory. It particularly focuses on identifying educational and social theory perspectives on current and potential uses of technologies in schools and other education and digital settings. It critically appraises developing theories and controversies around new network based learning, communication and other social practices. It compares social, political and educational perspectives on issues that emerge from the use of information technology and technological networks in education and associated cultures.
Objectives:	# Analyse and compare educational, sociological, philosophical and psychological perspectives on the relationship between information and network technology, education and society. # Demonstrate an understanding of the contrasting theory and social commentary positions surrounding the introduction of network and information and communications technologies to various levels of education; # Identify relationships between social and information networks and connections between communications technology cultures and learning.
Assessment:	Online seminar debate 50% equivalent to 2500 words, due throughout the semesterOnline presentation 50 % equivalent to 2500 words, due at the end of semester
Prescribed Texts:	None
Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	# Be able to develop evidence based arguments associated with social and education theory relevant to information technology and its use in education;

	# Be able to demonstrate an ability to contribute to online discussion in a constructively critical ways; # Develop skill in communicating online, in both text and audio visual based digital technologies using various network and information technologies.
Related Course(s):	Master of Education (Stream 100B)Coursework Master of Education (Stream 150)