

EDUC90410 ICT in Secondary Education

Credit Points:	6.25
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2011, Parkville This subject commences in the following study period/s: February, Parkville - Taught on campus. July, Parkville - Taught on campus. Parkville, On Campus
Time Commitment:	Contact Hours: 18 hours Total Time Commitment: 62.5 hours total 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 John Murnane
Contact:	Education Student Centre
Subject Overview:	<p>This subject will provide teacher candidates with a framework for teaching and learning with ICT in secondary education that is both conceptual and practical. This framework will take cognisance of Victorian curriculum documents including VELS and VCE, State Department of Education initiatives relating to ICT and electronic learning, National standards and curricula and current research. Although the framework will encompass all areas of secondary education, students will be encouraged to focus on ICT-related teaching and learning resources that specifically relate to the subject areas in which they expect to teach.</p> <p>The following statement from the Victorian Institute of Teaching summarises the anticipated outcomes for this subject. <i>All graduates will be expected to demonstrate competence in using information and communications technologies (ICT) appropriate to teaching and learning in the subject discipline domains and levels for which they have been prepared to teach. This includes using ICT to facilitate learning, for communication purposes and for work preparation, presentation and implementation.</i> (Preparing Future Teachers, June 2007, p. 9)</p>
Objectives:	On completion of this teacher candidate, the student should: <ul style="list-style-type: none"> # Have an appreciation of the educational possibilities and opportunities of Information and Communication Technology; # Understand the contribution ICT can make to supporting a range of different learning styles and abilities; # Use generic software packages and apply common work-style procedures to new software; # Evaluate and justify uses of ICT in a range of discipline areas and classroom situations.
Assessment:	There are 2 assessment tasks: A shared discourse conceptualising and situating the ICT elements of the VELS (600 words) due mid semester (30%) A digital portfolio of curriculum-related 'items' together with an appropriate educational explanation and rationale (1400 words) due end of semester (70%).

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:	<p>On completion of this subject, teacher candidates will have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"> # Be skilled communicators who can effectively articulate and justify their practices as knowledgeable agents of changes. # Be flexible and able to adapt to change through knowing how to learn; # Understand the significance of developing their practice on the basis of research evidence; # Work in teams with skills in cooperation, communication and negotiation; # Use generic software packages in a variety of situations; # Apply common work-style procedures to new software; # Evaluate ICTs in a range of educational and discipline areas; # Effectively articulate and justify their classroom use of ICT.
Related Course(s):	Master of Teaching (Secondary) Master of Teaching (Secondary)