

EDUC90450 Learning Area Digital Technologies 2

Credit Points:	12.5						
Level:	9 (Graduate/Postgraduate)						
Dates & Locations:	This subject is not offered in 2016.						
Time Commitment:	Contact Hours: 36 hours Total Time Commitment: 170 hours						
Prerequisites:	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90449 Learning Area Digital Technologies 1</td> <td>February</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90449 Learning Area Digital Technologies 1	February	12.50
Subject	Study Period Commencement:	Credit Points:					
EDUC90449 Learning Area Digital Technologies 1	February	12.50					
Corequisites:	None						
Recommended Background Knowledge:	None						
Non Allowed Subjects:	None						
Core Participation Requirements:	<p><p>For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.</p> <p>It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: http://services.unimelb.edu.au/disability</p></p>						
Contact:	ejtc@unimelb.edu.au (mailto:ejtc@unimelb.edu.au)						
Subject Overview:	<p>This study enhances teacher candidates' skills and knowledge to empower learners in digital computation, creation and communication practices.</p> <p>Learning and teaching strategies, to develop learning across a range of abilities in IT, are explored in relation to IT curriculum, drawing on educational theory and teacher candidate reflection technology change and discussions in professional networks.</p> <p>Processes for assessment, reporting and feedback in digital curriculum contexts are developed.</p> <p>The study develops professional leadership in responsible use of IT and the interpretation of ethical, legislative and policy impacts on IT use in schools.</p>						
Learning Outcomes:	<p>On completion of this subject, teacher candidates will:</p> <ul style="list-style-type: none"> # devise assessment of diverse activities in digital and face to face environments in secondary school that inform learning and reporting; # use evidence to evaluate methods and practices and learning interventions especially in IT related activities and environments # provide feedback that caters for different learning needs; # use different pedagogical strategies to provide rich and creative experiences for learning in digital, face to face and other contexts in secondary schools; # develop capacities to encourage respectful peer critique, sharing and furthering of learning in digital and other environments; # evaluate and share digital applications and activities in personal and cooperative learning approaches. <p>The subject covers a range of the National Professional Standards for Teachers (for Graduate Teachers). In particular, the subject will contribute to students attaining the following standards:</p> <p>2.3 Curriculum, assessment and reporting</p> <p>2.6 Information and Communication Technology (ICT)</p>						

	<p>3.4 Select and use resources</p> <p>3.6 Evaluate and improve teaching programs</p> <p>4.1 Support student participation</p> <p>4.5 Use ICT safely, responsibly and ethically</p> <p>5.1 Assess student learning</p> <p>5.2 Provide feedback to students on their learning</p> <p>6.1 Identify and plan professional learning need</p> <p>6.3 Engage with colleagues and improve practice</p> <p>6.4 Apply professional learning and improve student learning</p> <p>7.4 Engage with professional teaching networks and broader communities</p>
Assessment:	Plan, produce and trial a problem based learning game, application or cooperative digital task (2000 words equivalent), due mid semester, 50% Collaborative contribution to a digital resource portfolio (2000 words), end end of semester, 50% This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.
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 should be able to demonstrate the capacity to:</p> <ul style="list-style-type: none"> # plan, communicate, negotiate and cooperate on team projects; # use data to identify and address learning needs and individual student ability; # draw on a range of communication practices to report and extend student learning and development; # establish personal professional networks and identify opportunities for further professional development and growth and reflect on teaching and learning practice.
Related Course(s):	<p>Master of Teaching (Secondary)</p> <p>Master of Teaching (Secondary)</p>