

EDUC90588 Learning with Interactive Devices

Credit Points:	12.5
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2016, Parkville This subject commences in the following study period/s: Semester 1, Parkville - Taught on campus.
Time Commitment:	Contact Hours: 24 hours Total Time Commitment: 170 hours
Prerequisites:	None
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><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> </p>
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Subject Overview:	<p>This subject explores the educational possibilities and philosophies of the use of a range of virtual and physical electronic devices to support learning. Examples include Turtles, Lego Logo and Mindstorms, PicoCrickets, Scratch, interactive whiteboards and other interactive surfaces, remote data collection and analysis, remote control of apparatus, both virtual and physical, and mobile devices.</p> <p>Hands-on experience and experimentation is a major component of the subject, but at all times the context of that experimentation is practical application to support learning, particularly for developing teamwork and catering for a wide range of student interests, abilities and learning styles.</p>
Learning Outcomes:	<p>On completion of this subject, students will have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"> # Use a range of interactive devices suitable for the classroom to support learning # Understand different strategies for using them in educational settings. # Understand various control methods and strategies. # Explore, test and theorise on the educational possibilities and academic place of these technologies. <p>The goals of this subject align specifically with National Standards for Teachers, in particular:</p> <p>2.6 Highly Accomplished: Model high-level teaching knowledge and skills and work with colleagues to use current ICT to improve their teaching practice and make content relevant and meaningful.</p> <p>Lead: Lead and support colleagues within the school to select and use ICT with effective teaching strategies to expand learning opportunities and content knowledge for all students.</p>

	<p>3.4 Highly Accomplished: Assist colleagues to create, select and use a wide range of resources, including ICT, to engage students in their learning.</p> <p>Lead: Model exemplary skills and lead colleagues in selecting, creating and evaluating resources, including ICT, for application by teachers within or beyond the school</p>
Assessment:	<p>Essay: A 2,500 word negotiated essay on educational aspects of interactive computer controlled devices, due mid semester, 50% Journal: Maintenance of a Workshop Journal chronicling the experimental context, hardware and software; the student's personal learning experience; educational implications and basis in educational theory, 2,500 word equivalent due end of semester, 50% This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.</p>
Prescribed Texts:	Readings as provided
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, students 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; • Be able to work in teams with skills in cooperation, communication and negotiation; • Be independent of mind, responsible, resilient, self-regulating; • Be able to work collaboratively with others to solve problems; • Be able to evaluate and synthesise relevant research literature
Related Course(s):	<p>Master of Education Master of Education</p>