



COURSE OUTLINE

EDU103 Teaching with Technology

School: School of Education and Tertiary Access

2025 | Trimester 3

UniSC Adelaide

BLENDDED
LEARNING

Most of your course is on campus but you may be able to do some components of this course online.

Please go to usc.edu.au for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

This course is designed to support your development and ongoing professional learning as an educator. You will explore your own professional learning needs in response to integrating the use of technology across the curriculum. The course will provide you with opportunities to critically analyse the safe, responsible and ethical use of technology in teaching and learning. During the course you will also explore digital pedagogies and frameworks used to implement teaching and learning activities in each phase of learning which are rich with technologies.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDDED LEARNING			
Learning materials – You are required to engage and interact with asynchronous materials and activities accessed through Canvas modules, course readings and required texts.	2hrs	Week 1	9 times
Tutorial/Workshop 1 – The tutorial requires on-campus engagement in hands-on activities using a range of technologies to support the application of learning materials.	2hrs	Week 1	10 times

1.3. Course Topics

- Technology across the curriculum: technology integration practices in the classroom and assessment for learning.
- Safe, responsible and ethical use of technology in education.
- Integrating technology in education using the SAMR model.
- Computational thinking, coding and robotics.
- Exploring the components of Technological Pedagogical Content Knowledge (TPACK) and the implications for learning.
- Analysing your personal technologies competence to identify areas of strength and areas for further development.
- Examples of professional learning opportunities to develop different components of TPACK to support the development and implementation of professional learning.
- The NetworkedTeacher model.
- Principles of reflective practice and peer assessment.
- Technology use in early childhood education and care settings

2. What level is this course?

100 Level (Introductory)

Engaging with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Limited or no prerequisites. Normally, associated with the first full-time study year of an undergraduate program.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Institute for Teaching and School Leadership
① Identify and describe current and emerging technologies relevant to learning and teaching in primary schools and/or early childhood education and care settings.	Knowledgeable	2.6, 3.4, 4.5
② Reflect critically on your ability to engage with elements of Technological Pedagogical Content Knowledge (TPACK) as part of your professional practice	Knowledgeable Sustainability-focussed	6.1, 6.2, 6.3, 6.4
③ Engage in ethical practice in planning for learning and teaching using technology and supporting colleagues in their professional learning	Ethical Sustainability-focussed	1.3, 4.1, 4.5, 6.3
④ Engage in problem solving to develop a professional development action plan that will contribute towards the development of sustained improvement in the safe use of technologies within your teaching practice	Sustainability-focussed	6.1, 6.2, 6.3
⑤ Reflect on how your personal action plan has developed elements of your TPACK knowledge for implementation in professional practice.	Sustainability-focussed	6, 6.1, 6.2, 6.3

* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP	
1.3	Students with diverse linguistic, cultural, religious and socioeconomic backgrounds: Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
2.6	Information and Communication Technology (ICT): Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.
3.4	Select and use resources: Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.
4.1	Support student participation: Identify strategies to support inclusive student participation and engagement in classroom activities.
4.5	Use ICT safely, responsibly and ethically: Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.

CODE	COMPETENCY
6	PROFESSIONAL ENGAGEMENT: Engage in professional learning
6.1	Identify and plan professional learning needs: Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.
6.2	Engage in professional learning and improve practice: Understand the relevant and appropriate sources of professional learning for teachers
6.3	Engage with colleagues and improve practice: Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.
6.4	Apply professional learning and improve student learning: Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.

5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1. Pre-requisites

Enrolled in Program UB009, ED010, ED101, ED102, ED303 or ED304

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

A basic ability to utilise central software, for example, a Word Processing software (eg Word), a Presentation Software (eg Keynote) and the Internet as resources for multimedia and the variety of internet browsers (eg Mozilla Firefox, Safari and Explorer) that are available for use.

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

Feedback on the results of the quiz will be provided each week, to assist with progression in the course. Students will also be provided with feedback on their academic progress in the course via their results from assessment Task 2a.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Quiz/zes	Individual	10%	4 - 5 minute quizzes due weekly on Friday by 5pm	Throughout teaching period (refer to Format)	Online Test (Quiz)
All	2a	Plan	Individual	20%	Completion of action plan in template provided (approx 1000 words)	Week 5	Online Assignment Submission with plagiarism check
All	2b	Oral and Written Piece	Group	30%	20 minute teaching presentation	Refer to Format	Online Assignment Submission with plagiarism check and in class
All	2c	Report	Individual	40%	1000 words	Week 10	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Learning material quiz

GOAL:	To consolidate your learning of the concepts presented in learning materials as nested assessment.		
PRODUCT:	Quiz/zes		
FORMAT:	In this task you are required to answer quiz questions based on the week 1, 2, 3 and 4 online learning content and recommended readings that you are provided each week on Canvas. From that content, you will identify and describe digital pedagogy, theoretical underpinnings including TPACK and SAMR, Digital citizenship, curriculum, key policy documents and online repositories to support teaching with technology.		
CRITERIA:	No.		Learning Outcome assessed
	1	Identification and description of digital pedagogy, theoretical underpinnings including TPACK and SAMR, Digital citizenship, curriculum, key policy documents and online repositories to support teaching with technology.	1
GENERIC SKILLS:	Communication, Problem solving, Applying technologies, Information literacy		

All - Assessment Task 2a: Personal action plan for professional development

GOAL:	The goal of this task is to create a personal action plan to develop your Personal Learning Network (PLN) and improve on your Technological Pedagogical Content Knowledge (TPACK). This task is linked to assessment Task 2b and 2c, where you will need to report on the completion of your actions.	
PRODUCT:	Plan	
FORMAT:	Using a template provided, you will create a personal action plan. The plan will outline how you will develop your Personal Learning Network (PLN) and your Technological Pedagogical Content Knowledge (TPACK) over the next 4 weeks. It will also include plans for the research and design of your presentation for Assessment Task 2b. The completion of your action plan will be reported on in Assessment Task 2c. This is a differentiated task. Four-year degree students (ED304 Primary and ED303 Early Childhood) and three-year degree students (UB009) may use different curriculum and contexts. Please discuss this with your tutor.	
CRITERIA:	No.	Learning Outcome assessed
	1 Development of actions for a Personal Learning Network (PLN) relevant to teaching with technology in primary schooling contexts or early childhood education and care settings.	4
	2 Reflection on actions for the development of your Technological Pedagogical Content Knowledge (TPACK) to meet your professional learning needs.	2
	3 Identification of current or emerging technologies relevant to learning and teaching in primary schools or early childhood education and care settings which you will learn as part of your action plan.	1
	4 Development of actions for a presentation for Assessment Task 2b, relevant to teaching with technology in primary schooling contexts or early childhood education and care settings.	4
GENERIC SKILLS:	Communication, Organisation, Applying technologies	

All - Assessment Task 2b: Technologies for the classroom presentation

GOAL:	The goal of this task is to design a professional development presentation for colleagues on a technology which can be integrated into teaching and learning in primary school.	
PRODUCT:	Oral and Written Piece	
FORMAT:	<p>In this task you will work with a partner to design a 20 minute presentation for your peers, on a technology which can be integrated into teaching and learning in primary school or an early childhood education and care setting. You will need to conduct research on the technology and learn how to use it effectively. The presentation materials need to be uploaded to Canvas ensuring all graphics, images and sources are cited. You will present in tutorial at a date negotiated with the tutor in weeks 6, 7, 8 or 9.</p> <p>This is a differentiated task. Four-year degree students (ED304 Primary and ED303 Early Childhood) and three-year degree students (UB009) may use different curriculum and contexts. Please discuss this with your tutor.</p>	
CRITERIA:	<p>No.</p> <ol style="list-style-type: none"> Identification and description of the technology and its application to teaching and learning in primary school, identifying strengths, limitations, safety and ethical considerations. Explanation of how the technology can be used in the classroom with examples linked to Australian Curriculum or Early Years Learning Framework and identification of the level of SAMR depicted in the examples. Planning and delivery of a hands-on activity in the presentation which teaches peers how to use the technology. Delivery of support materials for a presentation with academic literacies for graphic and image citations, clear verbal and written communication skills. 	Learning Outcome assessed
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy	

All - Assessment Task 2c: Report on completion of personal action plan

GOAL:	The goal of this task is to report on the completion of the personal action plan for professional development created for Assessment Task 2a.	
PRODUCT:	Report	
FORMAT:	Using the template provided, you will reflect and report on the completion of the actions outlined in your personal action plan for the development of your Personal Learning Network (PLN) and demonstrate your Technological Pedagogical Content Knowledge (TPACK). To complete this task you must first complete Assessment Task 2a and Task 2b.	
CRITERIA:	<p>No.</p> <ol style="list-style-type: none"> Analysis and evidence of the completion of actions in the personal action plan which developed own Personal Learning Network (PLN) and engagement with teaching colleagues. Analysis and evidence of the completion of actions in the personal action plan which developed own Technological Pedagogical Content Knowledge (TPACK). Explanation of how the completion of the action plan impacted on own TPACK and demonstrate understanding of the rationale for continued professional learning. Written language appropriate for the format and audience that demonstrates a professional level of personal literacy skills and APA7 referencing conventions. 	Learning Outcome assessed
GENERIC SKILLS:	Communication, Problem solving, Organisation, Information literacy	

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site— Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Jennifer Howell,Natalie McMaster	2022	Teaching with Technologies	2	Oxford University Press

8.2. Specific requirements

Students are required to bring a laptop with them to tutorials each week.

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

Less than 15 minutes: No penalty

From 15 minutes to 30 minutes: 20% penalty

More than 30 minutes: 100% penalty

10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](#) or using the [SafeZone](#) app. For general enquiries contact the SafeUniSC team by phone [07 5456 3864](#) or email safe@usc.edu.au.

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](#) or email studentwellbeing@usc.edu.au.

10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email AccessAbility@usc.edu.au or call 07 5430 2890.

10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.10. General Enquiries

In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au