

# EDU103 Teaching with Technology

School: School of Education and Tertiary Access

2026 | Trimester 2

UniSC Sunshine Coast UniSC Moreton Bay UniSC Fraser Coast UniSC Adelaide	<b>BLENDED LEARNING</b>	Most of your course is on campus but you may be able to do some components of this course online.
Online	<b>ONLINE</b>	You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

Please go to [unisc.edu.au](http://unisc.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
<b>BLENDED LEARNING</b>			
<b>Learning materials</b> – 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
<b>Tutorial/Workshop 1</b> – 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
<b>ONLINE</b>			
<b>Learning materials</b> – 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
<b>Tutorial/Workshop 1</b> – The tutorial requires synchronous online engagement via Zoom in hands-on activities to support the application of learning materials.	2hrs	Week 1	10 times

### 1.3. Course Topics

- ICT across the curriculum: ICT integration practices in the classroom and assessment for learning.
- Safe, responsible and ethical use of ICT in education.
- Integrating ICT 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 ICT 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 Networked Teacher model.
- Principles of reflective practice and peer assessment.
- ICT 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	

CODE	COMPETENCY
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.
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.

### 5.5. Microcredential Information

Not applicable

## 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%	Four (4) quizzes due weekly on Friday by 4:30pm	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 11	Online Assignment Submission with plagiarism check

#### All - Assessment Task 1: Learning material quizzes

<b>GOAL:</b>	To consolidate your learning of the concepts presented in learning materials as nested assessment.	
<b>PRODUCT:</b>	Quiz/zes	
<b>AUTHORSHIP STATEMENT:</b>		
<b>FORMAT:</b>	In this task you will complete four (4) quizzes, with one quiz released each week during Weeks 1 - 4. Each quiz will assess your understanding of the weekly online learning materials and recommended readings provided 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.	
<b>CRITERIA:</b>	<p><b>No.</b></p> <p>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.</p>	<p><b>Learning Outcome assessed</b></p> <p>1</p>
<b>GENERIC SKILLS:</b>	Communication, Problem solving, Applying technologies, Information literacy	

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

<b>GOAL:</b>	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 reflect and report on the completion of your actions.																
<b>PRODUCT:</b>	Plan																
<b>AUTHORSHIP STATEMENT:</b>																	
<b>FORMAT:</b>	<p>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 four (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.</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>																
<b>CRITERIA:</b>	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>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.</td> <td>4</td> </tr> <tr> <td>2</td> <td>Reflection on actions for the development of your Technological Pedagogical Content Knowledge (TPACK) to meet your professional learning needs.</td> <td>2</td> </tr> <tr> <td>3</td> <td>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.</td> <td>1</td> </tr> <tr> <td>4</td> <td>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.</td> <td>4</td> </tr> </tbody> </table>	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	
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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															
<b>GENERIC SKILLS:</b>	Communication, Organisation, Applying technologies																

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

<b>GOAL:</b>	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.																
<b>PRODUCT:</b>	Oral and Written Piece																
<b>AUTHORSHIP STATEMENT:</b>																	
<b>FORMAT:</b>	<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 negotiated task. Students enrolled in ED304 Primary, ED303 Early Childhood and ED102 Diploma Primary deliver a technology used in a Primary school context and the Australian Curriculum V9. Students enrolled in ED101 Diploma Early Childhood and UB009 Early Childhood deliver a technology used by teachers in a prior to school context and the Early Years Learning Framework V2. Please discuss this with your tutor.</p>																
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<b>GENERIC SKILLS:</b>	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy																

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

<b>GOAL:</b>	The goal of this task is to report on the completion of the personal action plan for professional development created for Assessment Task 2a.	
<b>PRODUCT:</b>	Report	
<b>AUTHORSHIP STATEMENT:</b>		
<b>FORMAT:</b>	This task will be completed in Cadmus. 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.	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	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. <b>3</b>
	2	Analysis and evidence of the completion of actions in the personal action plan which developed own Technological Pedagogical Content Knowledge (TPACK). <b>2</b>
	3	Explanation of how the completion of the action plan impacted on own TPACK and demonstrate understanding of the rationale for continued professional learning. <b>5</b>
	4	Written language appropriate for the format and audience that demonstrates a professional level of personal literacy skills and APA7 referencing conventions. <b>1</b>
<b>GENERIC SKILLS:</b>	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

You need regular access to the resource(s) below. Many texts are available as ebooks through the [Library](#) at no additional cost.

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. 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>

### 10.5. 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.

### 10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- [UniSC Student Central](#)
- [UniSC Adelaide Student Central](#)