COURSE OUTLINE

EDU780 Teaching Technologies: Curriculum and Pedagogy

School: School of Education and Tertiary Access

2026 | Trimester 2

UniSC Sunshine Coast
UniSC Moreton Bay

BLENDED LEARNING

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

Please go to 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 introduces you to the technologies discipline area and technologies across the curriculum. You will critically evaluate and synthesise theoretical and practical perspectives on traditional, contemporary and emerging technologies for teaching and learning in primary education. You will apply advanced pedagogical reasoning and research-informed judgement to design and implement technology-enhanced learning experiences. You will engage in critical and creative thinking, including understanding interrelationships in systems when solving complex problems. You will make informed and ethical decisions about the role, impact and use of technologies in the economy, environment and society for a sustainable future.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED 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	5 times
Tutorial/Workshop 1 – The tutorial requires on-campus engagement in hands-on activities using a range of technologies and materials to support the application of learning about the design process in Technologies education.	2hrs	Week 1	5 times

1.3. Course Topics

- Design and Technologies Curriculum
- Planning lesson sequences in Technologies, including recall practices that promote retention
- Technology and society
- Engineering principles and systems
- Food and fibre production and food specialisations
- Materials and technologies specialisation
- Design solutions
- Digital Technologies
- Digital systems
- Cybersafety and ethical issues
- Digital literacy and communications

2. What level is this course?

700 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

3. What is the unit value of this course?

6 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES On successful completion of this course, you should be able to...	GRADUATE QUALITIES MAPPING Completing these tasks successfully will contribute to you becoming...	PROFESSIONAL STANDARD MAPPING * Australian Institute for Teaching and School Leadership
1 Demonstrate implementation of effective learning within Design and Technologies and Digital Technologies for primary schools by critically evaluating and synthesising learning theories, teaching frameworks, Australian Curriculum content, pedagogy and resources in a cross-curriculum capacity.	Knowledgeable Ethical	1.1, 1.2, 3.6, 4.5, 6.1, 6.2, 6.3, 6.4, 7.4
2 Design sequenced learning experiences that incorporate spacing, retrieval practice, and increasingly complex challenges to support sustained knowledge development and skill mastery in technology-enhanced contexts.	Knowledgeable Creative and critical thinker	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7
3 Justify teaching strategies and learning activities using technologies suitable for early childhood and primary school students that demonstrate understanding of the ethical, privacy and online safety considerations.		2.6, 3.4, 4.5
4 Communicate effectively in oral and written forms, demonstrating appropriate professional and academic literacies.		3.5

* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP	
1.1	Physical, social and intellectual development and characteristics of students: Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.
1.2	Understand how students learn: Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.
2.1	Content and teaching strategies of the teaching area: Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area
2.2	Content selection and organisation: Organise content into an effective learning and teaching sequence.
2.3	Curriculum, assessment and reporting: Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.
2.4	Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians: Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
2.5	Literacy and numeracy strategies: Know and understand literacy and numeracy teaching strategies and their application in teaching areas.
2.6	Information and Communication Technology (ICT): Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.
3.1	Establish challenging learning goals: Set learning goals that provide achievable challenges for students of varying abilities and characteristics.
3.2	Plan, structure and sequence learning programs: Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.
3.3	Use teaching strategies: Include a range of teaching strategies.
3.4	Select and use resources: Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.
3.5	Use effective classroom communication: Demonstrate a range of verbal and non-verbal communication strategies to support student engagement
3.6	Evaluate and improve teaching programs: Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.
3.7	Engage parents/carers in the educative process: Describe a broad range of strategies for involving parents/carers in the educative process.
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.
6.1	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.
7.4	Engage with professional teaching networks and broader communities: Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.

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 ED707

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

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

Not applicable

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

Students will be provided academic progress feedback from quiz results throughout the trimester.

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	50%	Five (5) quizzes due fortnightly each Friday by 4:30pm.	Throughout teaching period (refer to Format)	Online Test (Quiz)
All	2	Written Piece	Group	50%	Sequence of six (6) lessons written on approved lesson plan template (approx 2000 words) and written rationale (500 words).	Week 11	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Critical Knowledge and Reflection Quizzes

GOAL:	To consolidate your learning of the concepts presented in learning materials and tutorial activties as nested assessment
PRODUCT:	Quiz/zes
AUTHORSHIP STATEMENT:	
FORMAT:	In this task you will complete five (5) quizzes, with one quiz released each fortnight during Weeks 1, 3, 5, 7 and 9. Each quiz will be completed in Cadmus and is designed to evaluate your critical engagement with the online learning materials, recommended readings and tutorial activities. The quizzes will assess your capacity to analyse, synthesise, and apply advanced theoretical and practical knowledge in relation to technologies education and its cross-curricular applications.
CRITERIA:	

No.		Learning Outcome assessed
1	Applied knowledge of the concepts, substance and structure of the Australian Curriculum: Technologies and integration with other learning areas when teaching students about digital citizenship, cyber safety, cyber ethics and cyber bullying.	1
2	Critical analysis of learning theories, teaching frameworks, Australian Curriculum content, pedagogy and resources.	1
3	Synthesis of credible literature associated with digital citizenship surrounding a teacher's personal profile and digital footprint from a moral and ethical perspective as well as from a governmentally legislative stance.	2
4	Apply knowledge of teaching strategies and learning activities using technologies suitable for early childhood and primary school students that integrate literacy, numeracy, legislative, administrative and ethical considerations.	2

GENERIC SKILLS:	Communication, Problem solving, Applying technologies

All - Assessment Task 2: Teaching and Learning Sequence of Lessons with Rationale

GOAL:	The goal of this task is to demonstrate knowledge of the Australian Curriculum: Design and Technologies subject, and technological, pedagogical and content knowledge, through creation of a sequence of 6 (six) lessons that build knowledge and are increasingly challenging, designed for differentiated student needs.
PRODUCT:	Written Piece
AUTHORSHIP STATEMENT:	

FORMAT:	This is a partnered task - you and your partner will be assigned a technologies topic and context for the STEM design challenge. You and your partner are to design and develop a written sequence of 6 (six) lessons, appropriate to a primary school-year level from Prep to Year 6 which aligns to the topic and context your group is assigned. The teaching sequence is to derive from the Design and Technologies subject of the Australian Curriculum: Technologies and integrate with other curriculum areas, including the Digital Literacy, Literacy and Numeracy general capabilities with a STEM focus. The sequence of lessons will use a pedagogical approach whereby primary school-aged students collaboratively apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan, produce and evaluate designed solutions for an identified authentic need. In developing your sequence, you should demonstrate an understanding of how to plan a series of lessons that: Incorporate spacing and retrieval practice strategies; Build progressively on prior learning; Meet students where they are in their learning journey; Help students retrieve, connect, and consolidate prior knowledge and skills into long-term memory through appropriately challenging recall practice; and Include a range of formative assessment opportunities that will evaluate progress, generate targeted feedback for students, support learning, and inform adjustments to instruction. These principles should be embedded throughout your sequence to ensure continuity, cumulative learning, and deep knowledge transfer. You and your partner need to also write a rational for your STEM design challenge sequence which justifies the choices you have made in the teaching sequence through analysis and references to academic sources including relevant literature on effective learning design, spacing, retrieval practice, and cognitive consolidation. As a partnered task, a Partner Role and Responsibilities form is to be completed that identifies the aspects and proportion of the assignment each person investigated and prepared. The Partner Role and Responsibilities form is to be submitted through Canvas with your lesson sequence.
CRITERIA:	

No.		Learning Outcome assessed
1	Application of critical curriculum knowledge and understanding in Technologies and integration with other learning areas and general capabilities with a STEM focus.	1 4
2	Demonstration of curriculum alignment, learning objectives and assessment across a coherent sequence of lessons that build progressively.	1 2 4
3	Design an innovative design challenge for students in primary school with a design brief linked to solving a real-life problem incorporating the safe, responsible and ethical use of ICT.	2 3
4	Select appropriate assessment strategies that facilitate evaluating progress, adjusting instruction, providing targeted feedback, and supporting learning.	1
5	Use of age-appropriate content, timing, resources and pedagogies in a sequence of lessons in a STEM design challenge that include spacing and retrieval strategies to build upon prior learning and support long-term understanding.	2 3 4

GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Applying technologies

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
Recommended	Peter Albion,Coral Campbell	2018	Technologies Education for the Primary Years	n/a	Cengage AU
Recommended	Jennifer Howell,Natalie McMaster	0	Teaching with Technologies	2	n/a

8.2. Specific requirements

It is the students' responsibility to attend classes and keep up with the course readings and other preparatory activities. Any equipment required for the tutorial presentation is up to the student to source.

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