School of Education

EDST2091
Digital Literacies

Term 1, 2020

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST2091 Digital Literacies in Learning and Teaching (6 units of credit)
Term 1, 2020

2. STAFF CONTACT DETAILS

Course Coordinator: Sandy Phillips
Email: sandy.phillips@unsw.edu.au
Phone: 0433042408
Availability: Text Me to organise time

3. COURSE DETAILS

Course Name	Digital Literacies in Learning and Teaching
Credit Points	6 units of credit (6 uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_T1.html

SUMMARY OF COURSE

The course introduces students to the general concepts of eLearning and generic digital tools that enhance teaching and learning across various disciplines. The course takes a hands-on approach to assist students build their technological literacy capacity and awareness of the opportunities and limitations brought about by the integration of technology in classroom curriculum. They will apply learning theories suited to digitally- enhanced learning environments and skills that they have developed in a range of applications to design pedagogically sound teaching and learning activities. There will be an emphasis on using generic tools for presentation and content creation for teaching and for demonstration of understanding of concepts learned.

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK:

Allowing ways for the student presentations to be a bit more engaging
A presentation made by students outlining the issues and topics within current academic papers, made in small groups and will refocus delivery from text and PowerPoint to media in its presentation

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Demonstrate understanding of eLearning concepts and the use of relevant educational learning theories and characteristics of learners to evaluate the educational suitability of software and web-based resources for learning	1, 2

6 Week 6 23 Mar	**"In their hands" – Students 'Digital Story Telling - Making films** Creating II: o Web 2.0 (Social and collaborative tools) e.g. Wikis, Blogs, VoiceThread, Facebook, YouTube (video on uploading), online forums etc for collaborative and project work. o Collaboration tools and techniques	o Explore digital story tool on your computer/laptop/tablet o Explore Prezi/ Google Suite (if not already familiar with it) o Explore screencast software. o Join Twitter or PLN Watch Flipped Classroom videos for homework come ready for discussion in the next class Designing your Digital Story **Assessment Two WebQuest Due 27th March**
7 Week 7 30 Mar	Opportunities for professional	

7. RESOURCES

Required Readings
Journal articles in Google Drive. Link posted on UNSW

Assessment Details
The URL of your Google site will be submitted for all 3 assessment tasks through Turnitin via the Course Moodle.

Assessment Task 1: [10%]
Assessment Task One - Your Professional Digital Portfolio 10%

Developed in Class   With instructions delivered - Week One
How to videos/ documents

Your Professional Digital Portfolio will be created using The Google Drive Tools
https://www.google.com/drive/ connected via a Google site https://sites.google.com/
You will be required to set up a Gmail account **using your university email** address.
G-suite is a free version available to use the tools provided within Google Suite for Education. These tools are available and well used in NSW Government Schools and schools around the world. The

will be hosted on a public site e.g. Vimeo, YouTube or a site of your choosing with global access.
Supporting this will be evidence of planning and storyboarding and clear identification of the educational outcomes addressed and learning intent.

5. Reading

You and a team will present to class one of the recommended research papers. You will also feature also an assessment / questionnaire (Form) or quiz to use in your presentation. The presentation is to feature no more than 20 words per slide. Students are encouraged to use images, diagrams and other resources as an alternative to text and not to read from notes or their presentation.

In presenting your paper, try and interact with the audience. Prepare at least 2 questions to ask the audience. The questions could be at the beginning, during and/or at the end of the presentation

Presentation of research paper (group of 2 or 3 task) For research papers, write down 2-5 main points for each category of:

1. The problem and research question(s).
2. The theoretical framework that underpins the research.
3.

Student Name: Student No.:

Assessment Task: Creation of Professional Digital Portfolio

SPECIFIC CRITERIA	(-) ------------------------------------➤ (+)				
Understanding of the question or issue and the key concepts involved (2)					
Demonstrated evidence of the creation and presentation of a layout for learners that is intuitive, easy to navigate and engaging.					
Depth of analysis and/or critique in response to the task (2)					
Appropriate introduction to the Education Community using professional language and images. Appreciation of audience in response to language and knowledge around cloud-based sharing and privacy.					
Familiarity with and relevance of professional and/or research literature used to support response and curriculum links. (2)					
Opinion piece based on reading presented within the portfolio is appropriate in tone and offers a reflection but also an opinion and application for learning for themselves and others.					

Structure and organisation of response (2)

Layout and presentation of the Google Site including ease in navigation, working links, use of images and text and overall visual appeal.

Student Name: Student No.:

Assessment Task: Collaborative task: WebQuest

SPECIFIC CRITERIA	(-) ------------------------------------> (+)
Understanding of the question or issue and the key concepts involved (4)	