

LIDLAW COLLEGE
Te Wananga Amorangi

BACHELOR OF TEACHING (PRIMARY) & WORLDVIEW STUDIES

874.515 Teaching Technology
Course Assessment and Delivery Outline

NQF Level: 5
Credit Value: 15

Campus: Henderson
Lecturer: PTF

Semester 2, 2015

CONTENT OVERVIEW

- a. The nature of technology
- b. The history of technology
- c. Culture and technology
- d. Values and technology
- e. The curriculum; strands, AOs, LOs, Indicators of progression
- f. The design process
- g. Resources for teaching
- h. Assessment
- i. Practice: using the design process to create an artefact
- j. Practice: using digital technology for learning

ASSESSMENT TASKS AND DUE DATES

1. Electronic portfolio (across Moodle, MyPortfolio and other platforms) including; 75%
 - designing an artefact using the design process and presenting a record of the process undertaken
 - collaboratively developing a list of useful online resources for teaching and learning in technology
 - demonstrate use of ICT tools in course activities(learning outcomes b, c, d)
due date: 25th September 11:55pm

2. Discussion both online and in class demonstrating robust engagement with class readings. 25%
(learning outcome a)
due date: weekly, final due 16th September 11:55pm

GRADING CRITERIA

Assignment One – Electronic portfolio

- **Internet resources:** A range of resources are clearly organized into headings such as technological areas or teaching ideas; websites/web pages are immediately useful for teaching and learning; a brief description is given for each link
- **Annotated design task:** An artefact is produced that is consistent with the scope of the technology curriculum, and appropriate for an identified year level. Relevant AOs are identified.
- **Annotated design task:** Evidence is provided that the design process has been followed in producing the artefact.
- **Annotated design task:** Evidence is provided that the design process included consideration of issues that arose, and of decisions that were made. Comments on pitfalls that arose and ways to address these pitfalls are included
- **Annotated design task:** In written materials accurate grammar, spelling and formatting is used. In spoken/ video materials, communication is clear and easily understandable.
- **ICT's:** ICT tasks from course sessions are satisfactorily completed and included in the portfolio; the ICT samples show a range of skills

Assignment Two – Discussion/Reflection

- **Participation:** Regular and thoughtful contributions are made to in-class discussions; feedback and responses to peers' comments show consideration, active listening and engagement
- **Reflections on technology:** reflections are in-depth and show consideration of course content, readings and own experience; a progression is evident of how thinking around technology has developed
- **Moodle responses - completion:** At least 6 of 10 set readings are responded to; constructive feedback is provided on postings from their peers
- **Moodle responses - content:** postings show clear understanding of key points from the text; postings show deep engagement with the text and other sources related to the text; postings demonstrate accurate grammar and are easily understood; evidence of a critical reading of the text

EXPECTED ALLOCATION OF LEARNING HOURS

| | |
|------------------------|------------------|
| Class time | 36 hours |
| Self directed learning | 44 hours |
| Assignments | 70 hours |
| TOTAL | 150 hours |

TEXTBOOK

No text required.

BIBLIOGRAPHY

- Adams, C. (1991). Automobiles, computers and assault rifles: the value-ladenness of technology and the engineering curriculum. *Pro Rege*, 19, 1-7.
- Banks, F. (Ed.) (1994). *Teaching Technology*. London: Routledge.
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- Compton, V. & Jones, A. (2004). *The nature of technology*: Briefing paper prepared for the New Zealand Ministry of Education Curriculum Project
- Fisher, R., & Garvey, J. (1994). *Investigating Technology: Book 1*. Melbourne: Longman.
- Griffin, P., McGaw, B. & Care, E. (Eds.) (2012). *Assessment and teaching of 21st century skills*. Melbourne; Springer.
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- Ministry of Education. (2002). Digital Horizons - Learning through ICT (2002-2004). Retrieved July, 20, 2002 from http://www.minedu.govt.nz/web/document/document_page.cfm?id=6760&p=1072.10#P35_2196
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- Pacey, A. (1983). Technology: Practice and Culture. In *The culture of technology*. Oxford: Blackwell.
- Postman, N. (1993). *Technopoly. The surrender of culture for technology*. Columbus. Charles E Merrill Publishing Company.
- Schultz, Q.J. (2002). *Habits of the high tech heart. Living virtuously in the information age*. Grand Rapids, MI: Baker Book House.
- Smith, W. (2004). *Consumer's guide to a brave new world*. San Francisco: Encounter Books

Important Websites

- IPENZ & TENZ. (2009) *Techlink*. Access at <http://www.techlink.org.nz> Techlink is a joint project by IPENZ engineers NZ & Technology Education NZ (TENZ) & TEARAWAY
- MOE. (2009). Technology. *Te Kete Ipurangi*. <http://technology.tki.org.nz/>