Unit Outline
EDUC1015 EDC101 Teaching and Learning in the Digital World
OpenUnis SP 3, 2016

Unit study package code: EDUC1015
Mode of study: Area External
Credit Value: 25.0
Pre-requisite units: Nil
Co-requisite units: Nil
Anti-requisite units: Nil
Result type: Grade/Mark
Approved incidental fees: Information about approved incidental fees can be obtained from our website. Visit fees.curtin.edu.au/incidental_fees.cfm for details.

Unit coordinator:
Title: Mrs
Name: Sarai Mannolini-Winwood
Phone: N/A
Email: sarai.mannolini-winwood@curtin.edu.au
Location: Building: 501 - Room: Level 3

Teaching Staff:

Administrative contact:
Name: OUA General Enquiries
Phone: +61 8 9266 7590
Email: hum.educationOUA@curtin.edu.au
Location: Building: 501, Bentley Campus - Room: Monday to Friday 8:30am - 4:30pm (WST)

Learning Management System: Blackboard (lms.curtin.edu.au)

Acknowledgement of Country
We respectfully acknowledge the Indigenous Elders, custodians, their descendants and kin of this land past and present.

Syllabus
This unit provides an overview of technology enhanced resources commonly used to support teaching and learning. Fundamental skills, attitudes, and approaches that educators require to make effective personal and professional use of such resources in varied educational contexts will be addressed. A key focus will be effective integration of technology to enhance learning, teaching and management processes. Approaches for working in technology-rich educational contexts by which possible harm to one’s self and to others may be minimised through systematic assessment of risk, adoption of safe practices, and ethical behaviour will be explored.
Introduction

This unit provides an overview of technology enhanced resources commonly used to support teaching and learning. Fundamental skills, attitudes, and approaches that educators require to make effective personal and professional use of such resources in varied educational contexts will be addressed. A key focus will be effective integration of technology to enhance learning, teaching and management processes. Approaches for working in technology-rich educational contexts by which possible harm to one’s self and to others may be minimised through systematic assessment of risk, adoption of safe practices, and ethical behaviour will be explored. This unit emphasises Standard 2 (know the content and how to teach it) from the Australian Professional Standards for Teachers. In addition, the corresponding Australian Children’s Education and Care Quality Authority’s Curriculum Specification 2 (education and curriculum studies) and 3 (early childhood pedagogies) are addressed.

Unit Learning Outcomes

All graduates of Curtin University achieve a set of nine graduate attributes during their course of study. These tell an employer that, through your studies, you have acquired discipline knowledge and a range of other skills and attributes which employers say would be useful in a professional setting. Each unit in your course addresses the graduate attributes through a clearly identified set of learning outcomes. They form a vital part in the process referred to as assurance of learning. The learning outcomes tell you what you are expected to know, understand or be able to do in order to be successful in this unit. Each assessment for this unit is carefully designed to test your achievement of one or more of the unit learning outcomes. On successfully completing all of the assessments you will have achieved all of these learning outcomes.

Your course has been designed so that on graduating we can say you will have achieved all of Curtin’s Graduate Attributes through the assurance of learning process in each unit.

<table>
<thead>
<tr>
<th>On successful completion of this unit students can:</th>
<th>Graduate Attributes addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explore the role of technologies in your personal and professional life</td>
<td></td>
</tr>
<tr>
<td>2. Apply a range of ICT tools resources and approaches to learning and teaching</td>
<td></td>
</tr>
<tr>
<td>3. Evaluate the complexities of the digital world and its impact on education and schooling</td>
<td></td>
</tr>
<tr>
<td>4. Create a range of teaching and learning resources that are relevant and useful to your development as an educator</td>
<td></td>
</tr>
</tbody>
</table>

Curtin’s Graduate Attributes

- **Apply discipline knowledge**
- **Thinking skills** (use analytical skills to solve problems)
- **Information skills** (confidence to investigate new ideas)
- **Communication skills**
- **Technology skills**
- **Learning how to learn** (apply principles learnt to new situations)
- **International perspective** (value the perspectives of others)
- **Cultural understanding** (value the perspectives of others)
- **Professional Skills** (work independently and as a team)
- **Technology skills** (confidence to tackle unfamiliar problems)
- **Cultural understanding** (confidence to tackle unfamiliar problems)
- **Professional Skills** (plan own work)

Find out more about Curtin’s Graduate attributes at the Office of Teaching & Learning website: [ctl.curtin.edu.au](http://ctl.curtin.edu.au)

Learning Activities

Teaching and Learning in a Digital World has been structured around three modules:

1. Participating in a Digital World
2. Learning in a Digital World
3. Teaching in a Digital World

These three modules contain topics and are accessed through the unit Blackboard site (lms.curtin.edu.au).
Learning Resources

Essential texts

The required textbook(s) for this unit are:

  Note that this book can be purchased in either hard-copy or as an ebook
  (ISBN/ISSN: 0195578430)

Online resources

  Note that this book can be purchased in either hard-copy or as an ebook
  (ISBN/ISSN: 0195578430)

Assessment

Assessment schedule

<table>
<thead>
<tr>
<th>Task</th>
<th>Value %</th>
<th>Date Due</th>
<th>Unit Learning Outcome(s) Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>25 percent</td>
<td>Week: 4, Day: Monday 19th September, Time: 23:59 WST</td>
<td>1, 3</td>
</tr>
<tr>
<td>2</td>
<td>50 percent</td>
<td>Week: 8, Day: Sunday 23rd October, Time: 23:59 WST</td>
<td>2, 3, 4</td>
</tr>
<tr>
<td>3</td>
<td>25 percent</td>
<td>Week: 12, Day: Monday 14th November - Saturday 19th November, Time: Opens 14/11 8:00 (WST), closes 19/11 23:59 (WST)</td>
<td>1, 2, 3, 4</td>
</tr>
</tbody>
</table>

Detailed information on assessment tasks

1. **Assessment Task 1: Piktochart (25%)**

   Explore the role a technology can play in education. Create an infographic using *Piktochart* (http://piktochart.com) and then write a 250 word reflection.

   You have two tasks to complete for this assessment:
   1. Create an infographic using Piktochart (15 marks)
   2. Write a 250 word reflection

   The topic of your infographic is one website, web-based tool or technology device (note this is a digital device) that could be used in an educational setting. For example; blogging, twitter, kahoot, I.W.B, or Edmodo, or so much more. Try to select a topic that you are not overly familiar with, use this assessment task as an opportunity to learn something new.

   Your infographic should cover the following three aspects:
1. What it is (define and describe it)
2. How you use it (this might include describing the steps)
3. The pros and cons of the tool or device

Include in-text and end references for the information and images used in your Piktochart.

2. Reflection (10 marks)
Write a 250 word reflection on your learning experiences for this first assessment task. You may focus on the topic tool you selected and/or your experience using Piktochart. As you have been asked to create an infographic, use the following questions to help you plan what you will include in your reflection:
   - What have you learnt? What specific (general and technological) skills did you use?
   - What connections can you make between the assessment task and the weekly readings?

Include in-text and end references for your reflection (APA 6th Edition format)
You will be submitting your assessment via Blackboard, so you will need to create a word file. Your word file should include the following (in this order):
1. A basic cover sheet with your student information.
2. Your infographic, added in as a jpeg or png to your word document.
3. A URL link (web address) to the published version of your Piktochart infographic.

2. Assessment 2: Website (Blog) (50%)
As part of your development in becoming digital educator you will create and develop a Blog (using www.Wordpress.com) on the following overarching topic; teaching in a digital world. This will be developed and added to throughout the course of the unit and you should allocate time throughout the first 8 weeks to be working consistently on your Blog. This is a creative project and how you decide to design, structure and develop your project will be your choice.

Your Blog should include the following:
1. Three summations of topics selected from the list below (these are the weekly topics from the units) and should review the topic, while focusing on how these topics apply to teaching and learning:
   - What is a digital world?
   - Digital identities and digital security
   - Digital convergence
   - Transmedia
   - Participation and the digital divide
   - Being a digital curator
   - Digital fluency
2. Your three summations are to be presented as: 1 written summary of 300 words; 1 auditory summary meeting a 300 word script, roughly 2-4 minutes; 1 interactive visual summary of 2-4 minutes/300 words. Each summation must appear as a blog post on your Blog and include a list of references relevant to that post.
3. The three summations should each focus on one of the above topics and must use different tools – these can be taken from any of the digital activities that we explore during the unit. For example, you cannot use Piktochart as you did this in Assessment 1, also if you use Prezi for your auditory section you cannot use it for your visual section.
4. A final reflection that evaluates the complexities of the digital world and its impact on education and schooling (300 words). Discuss the different styles of technology you engaged with in
creating your blog and explain how your use of these have impacted on your understanding of
digital technologies in teaching.

Your blog will be marked on the following criteria (see the rubric for more detail):

- Creativity and design of your blog and summations.
- Comprehensive understanding of the three topics that includes engaging with the weekly
  readings and demonstrating your own wider reading.
- A final critical reflection.

3. Assessment Task 3: eTest (25%)

The eTest will be available on 08:00 (WST) Monday 14 November 2016 to 23:59 (WST) Saturday 19
November 2016.

This online test consists of 25 multiple choice items drawn randomly from a large pool of items based
on the unit content, learning activities and readings from Weeks 1 to 12 inclusive.

You will have 90 minutes in which to complete the test in one sitting. You can only attempt the test
once.

The eTest is accessed through the link in the Assessment 3 folder.

The aim of this assessment task is for students to demonstrate their engagement with and
understanding of the concepts and content of the unit.

The correct responses will not be made available to you because the test items will be reused and
releasing the answers would jeopardise the validity of scores by other students.

The text (Howell, 2012) chapters relevant to the eTest are:

Chapters 1, 3, 4, 5, 6, 7, 8, 9, 10, 12

Pass requirements

In order to pass this unit, all assessment tasks must be submitted and an overall mark of 50% or more must be
achieved. Assessments are not considered as submitted if any required sections are incomplete, or if the electronic
file is unreadable. It is a student’s responsibility to ensure that assessments are complete and have been successfully
uploaded in a readable format.

A student who has received a Fail Grade (less than 50%) for an assessment, but achieves at least 40% of the possible
mark for an assessment that was handed in on time, will be offered the opportunity to resubmit. The maximum a
resubmission can be awarded is 50% of the possible mark and only one assessment resubmission per unit is
possible. The resubmitted work must be received by the due date.

Fair assessment through moderation

Moderation describes a quality assurance process to ensure that assessments are appropriate to the learning
outcomes, and that student work is evaluated consistently by assessors. Minimum standards for the moderation of
assessment are described in the Assessment and Student Progression Manual, available from

policies.curtin.edu.au/policies/teachingandlearning.cfm
Late assessment policy
This ensures that the requirements for submission of assignments and other work to be assessed are fair, transparent, equitable, and that penalties are consistently applied.

1. All assessments students are required to submit will have a due date and time specified on this Unit Outline.
2. Students will be penalised by a deduction of ten percent per calendar day for a late assessment submission (e.g., a mark equivalent to 10% of the total allocated for the assessment will be deducted from the marked value for every day that the assessment is late). This means that an assessment worth 20 marks will have two marks deducted per calendar day late. Hence, if it was handed in three calendar days late and given a mark of 16/20, the student would receive 10/20. An assessment more than seven calendar days overdue will not be marked and will receive a mark of 0.

Assessment extension
A student unable to complete an assessment task by/on the original published date/time (e.g., examinations, tests) or due date/time (e.g., assignments) must apply for an assessment extension using the Assessment Extension form (available from the Forms page at students.curtin.edu.au/administration/) as prescribed by the Academic Registrar. It is the responsibility of the student to demonstrate and provide evidence for exceptional circumstances beyond the student’s control that prevent them from completing/submitting the assessment task.

The student will be expected to lodge the form and supporting documentation with the unit coordinator before the assessment date/time or due date/time. An application may be accepted up to five working days after the date or due date of the assessment task where the student is able to provide an acceptable explanation as to why he or she was not able to submit the application prior to the assessment date. An application for an assessment extension will not be accepted after the date of the Board of Examiners’ meeting.

Deferred assessments
If your results show that you have been granted a deferred assessment you should immediately check OASIS for details.

Supplementary assessments
Supplementary assessments, if granted by the Board of Examiners, will have a due date or be held between 29/12/2016 and 19/01/2017. Notification to students will be made after the Board of Examiners’ meeting via the Official Communications Channel (OCC) in OASIS.

It is the responsibility of students to be available to complete the requirements of a supplementary assessment. If your results show that you have been granted a supplementary assessment you should immediately check OASIS for details.

Reasonable adjustments for students with disabilities/health circumstances likely to impact on studies
A Curtin Access Plan (CAP) is a document that outlines the type and level of support required by a student with a disability or health condition to have equitable access to their studies at Curtin. This support can include alternative exam or test arrangements, study materials in accessible formats, access to Curtin’s facilities and services or other support as discussed with an advisor from Disability Services (disability.curtin.edu.au). Documentation is required from your treating Health Professional to confirm your health circumstances.

If you think you may be eligible for a CAP, please contact Disability Services. If you already have a CAP please provide it to the Unit Coordinator at the beginning of each semester.
Referencing style
The referencing style for this unit is APA 6th Ed.
More information can be found on this style from the Library web site:

Copyright
© Curtin University. The course material for this unit is provided to you for your own research and study only. It is subject to copyright. It is a copyright infringement to make this material available on third party websites.

Academic Integrity (including plagiarism and cheating)
Any conduct by a student that is dishonest or unfair in connection with any academic work is considered to be academic misconduct. Plagiarism and cheating are serious offences that will be investigated and may result in penalties such as reduced or zero grades, annulled units or even termination from the course.

Plagiarism occurs when work or property of another person is presented as one's own, without appropriate acknowledgement or referencing. Submitting work which has been produced by someone else (e.g. allowing or contracting another person to do the work for which you claim authorship) is also plagiarism. Submitted work is subjected to a plagiarism detection process, which may include the use of text matching systems or interviews with students to determine authorship.

Cheating includes (but is not limited to) asking or paying someone to complete an assessment task for you or any use of unauthorised materials or assistance during an examination or test.

From Semester 1, 2016, all incoming coursework students are required to complete Curtin’s Academic Integrity Program (AIP). If a student does not pass the program by the end of their first study period of enrolment at Curtin, their marks will be withheld until they pass. More information about the AIP can be found at: https://academicintegrity.curtin.edu.au/students/AIP.cfm

Refer to the Academic Integrity tab in Blackboard or academicintegrity.curtin.edu.au for more information, including student guidelines for avoiding plagiarism.

Information and Communications Technology (ICT) Expectations
Curtin students are expected to have reliable internet access in order to connect to OASIS email and learning systems such as Blackboard and Library Services.

You may also require a computer or mobile device for preparing and submitting your work.

For general ICT assistance, in the first instance please contact OASIS Student Support:
oasisapps.curtin.edu.au/help/general/support.cfm

For specific assistance with any of the items listed below, please contact The Learning Centre:
life.curtin.edu.au/learning-support/learning_centre.htm

- Using Blackboard, the I Drive and Back-Up files
- Introduction to PowerPoint, Word and Excel
Additional information

Curtin School of Education Assessment Extension

The Unit Coordinator is responsible for ensuring that the guidelines contained in the Curtin University Student Assessment and Progression policy are adhered to in their unit/s. The onus is on students to provide evidence that their inability to complete an assessment task by the due date can be accepted as being due to exceptional circumstances beyond the student’s control. Such exceptional circumstances that may warrant approval of an assessment extension include, but are not limited to:

- Injury, illness or medical condition
- Family issues
- Commitments to participate in elite sport
- Commitments to assist with emergency service activities
- Unavoidable and unexpected work commitments

These guidelines can be found in Curtin University’s Assessment and Student Progression manual.

Students must apply for an Assessment Extension using the Assessment Extension form located at: http://students.curtin.edu.au/administration/forms.cfm. The form and any supporting documentation must be submitted to the Unit Coordinator or delegate (i.e., lecturer or tutor) before the assessment date/time or due/time.

An application may be accepted up to five working days after the due date of the assessment task where the student is able to provide an acceptable explanation as to why he/she was unable to submit the application prior to the assessment date. Students will be notified of the outcome of their application for Assessment Extension within five working days of the application. For assignments or other submitted work, an extension will normally be granted up to seven days after the initial due date/time, unless the circumstances warrant a longer delay. If an application for Assessment Extension is rejected, the Unit Coordinator must provide reasons for her/his decision. Students have the right of appeal (to the Head of School).

Assessment Appeals

Any student who genuinely believes that assessed work has been unfairly or inaccurately marked or that their final unit grade is inappropriate, has the right to request a review of the mark or final result. If this review process is unable to resolve the issue, a formal assessment appeal may be lodged.

It is expected that most situations will be able to be resolved without the need for a formal appeal.

- Step 1 – Initial Request for Review by marker or unit co-ordinator. This informal review will be to check that marking was accurate and complete. The work is not completely re-assessed. Marks cannot be reviewed downwards as a result of this informal process.
- Step 2 – Formal Appeal. If the appeal is upheld and the work re-assessed, this can then result in a mark that is higher, lower or the same as the original assessment.

Corrupted or Unreadable Files

Assessments are not considered as submitted if the electronic file is not readable. It is a student’s responsibility to ensure that assessments have been successfully uploaded in a readable format. It is strongly recommended that students check all uploaded assessments by re-accessing Blackboard and attempting to open and read the uploaded file. If a lecturer encounters a problem with a submitted file the student will be notified and must provide a readable file within 48 hours of this notification, after which it is considered as a late submission. Students should check their Curtin student email daily during the assessment marking period.
Student Support
Learning Centre

- Comprehensive support for many aspects of students' learning is offered through face to face and online resources via the Learning Centre http://unilife.curtin.edu.au/learning_support/learning_centre.htm

Uni English

- This website has been designed to support students whose first language is not English. The Curtin University UniEnglish website contains English language resources, activities, support information, and links to diagnostic assessment tests. http://unilife.curtin.edu.au/learning_support/UniEnglish.htm

Counselling

- All Curtin students are entitled to access Curtin Counseling for free, confidential and professional services. This includes online students who may require individual counselling for personal, psychological, or study-related issues (although please note that the counselling service is not the appropriate avenue for pursuing assessment queries or debates). http://unilife.curtin.edu.au/health_wellbeing/counselling_services.htm

Enrolment

It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.

Student Rights and Responsibilities

It is the responsibility of every student to be aware of all relevant legislation, policies and procedures relating to their rights and responsibilities as a student. These include:

- the Student Charter
- the University's Guiding Ethical Principles
- the University’s policy and statements on plagiarism and academic integrity
- copyright principles and responsibilities
- the University’s policies on appropriate use of software and computer facilities

Information on all these things is available through the University’s "Student Rights and Responsibilities" website at: students.curtin.edu.au/rights.

Student Equity

There are a number of factors that might disadvantage some students from participating in their studies or assessments to the best of their ability, under standard conditions. These factors may include a disability or medical condition (e.g. mental illness, chronic illness, physical or sensory disability, learning disability), significant family responsibilities, pregnancy, religious practices, living in a remote location or another reason. If you believe you may be unfairly disadvantaged on these or other grounds please contact Student Equity at eesj@curtin.edu.au or go to http://eesj.curtin.edu.au/student_equity/index.cfm for more information.

You can also contact Counselling and Disability services: http://www.disability.curtin.edu.au or the Multi-faith services: http://life.curtin.edu.au/health-and-wellbeing/about_multifaith_services.htm for further information.

It is important to note that the staff of the university may not be able to meet your needs if they are not informed of your individual circumstances so please get in touch with the appropriate service if you require assistance. For general wellbeing concerns or advice please contact Curtin's Student Wellbeing Advisory Service at: http://life.curtin.edu.au/health-and-wellbeing/student_wellbeing_service.htm
Recent unit changes

Students are encouraged to provide unit feedback through eVALUate, Curtin's online student feedback system. For more information about eVALUate, please refer to evaluate.curtin.edu.au/info/.

Recent changes to this unit include:

- Adaptations have been made to this unit to enable fully online students to actively participate in discussions, activities and assessments through online mediums.
- Assessment 2: delivery of information in written, auditory and visual format.

To view previous student feedback about this unit, search for the Unit Summary Report at https://evaluate.curtin.edu.au/student/unit_search.cfm. See https://evaluate.curtin.edu.au/info/dates.cfm to find out when you can eVALUate this unit.
## Program calendar

<table>
<thead>
<tr>
<th>Week/Beginning</th>
<th>Topic</th>
<th>Reading/Digital Tool</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 1: Participating in a digital world</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Week 1** 29 August | What is a digital world? | **Reading:**  
- Ch. 1 (Howell, 2012)  
- Article: Prensky 'The 21st Century Digital Learner' | |
| **Week 2** 5 September | Digital identities and digital security | **Reading:**  
- Ch. 4 (Howell)  
- Podcast: Managing your digital identity  
- Video: Digital footprint  
- Website: Digital Tattoo  
- Website: Creative Commons.  
**Tool:** Piktochart | |
| **Week 3** 12 September | Digital convergence | **Reading:**  
- Video: Jeff Gomez  
- Essay: Spreadable Media  
**Tool:** Storify | |
| **Week 4** 19 September | Participation and the digital divide | **Reading:**  
- Ch. 4 (Howell)  
- Read: The digital divide in Australia  
- Video: Nicholas Negroponte  
**Tool:** Quizalize, Quizlet, and Kahoot | **Assessment 1: Piktochart and Reflection  
**Due:** 19/09/2016 23:59(WST)** |
| **Module 2: Learning in a digital world** | | | |
| **Week 5** 26 September | Being a digital curator | **Reading:**  
- Read: Digital Curation  
- Read: Why Scoopit is becoming an indispensable learning tool  
**Tool:** Scoopit and Pinterest | |
| **Week 6** 3 October | Digital fluency | **Reading:**  
- Ch. 8 & Ch. 9 (Howell)  
- Pinterest: Kevin Makice’s board  
- Article: ‘Getting young people fluent in digital’  
- Read: Open source technology | |
<table>
<thead>
<tr>
<th>Week 7</th>
<th>Digital blurring</th>
<th>Reading:</th>
</tr>
</thead>
</table>
| 10 October | Digital blurring | - Ch. 12 (Howell)  
- Read: iPads in the classroom and iPads improve education  
- Examine: iPads for Learning |
| Tool: Gizmo’s Freeware and Google Share |

<table>
<thead>
<tr>
<th>Week 8</th>
<th>What is lifelong learning in a digital age?</th>
<th>Reading:</th>
</tr>
</thead>
</table>
| 17 October | What is lifelong learning in a digital age? | - Ch. 3 (Howell)  
- Examine: The lifelong learning framework for children and young people |
| Tool: Powtoon and NearPod |

Assessment 2: Website Blog  
Due: 23/10/2016 23:59(WST)

**Module 3: Teaching in a digital world**

<table>
<thead>
<tr>
<th>Week 9</th>
<th>Flipped classrooms</th>
<th>Reading:</th>
</tr>
</thead>
</table>
| 24 October | Flipped classrooms | - Ch.10 (Howell)  
- Read: 7 things you should know about flipped classrooms  
- Examine: About flipped classrooms |
| Tool: YouTube Capture, iMovie and Movie Maker |

<table>
<thead>
<tr>
<th>Week 10</th>
<th>Schooling in a digital age</th>
<th>Reading:</th>
</tr>
</thead>
</table>
| 31 October | Schooling in a digital age | - Read: Cyberbullying: an old problem in a new guise  
- Examine: Cybersmart website  
- Video: To this day |
| Tool: Flippboard |

<table>
<thead>
<tr>
<th>Week 11</th>
<th>Creative Technologies</th>
<th>Reading:</th>
</tr>
</thead>
</table>
| 7 November | Creative Technologies | - Ch. 5, 6 & 7 (Howell)  
- Video: First Lego league tournament 2011  
- Video: WeDo Lego and Scratch – getting started |
| Tool: Scratch |

<table>
<thead>
<tr>
<th>Week 12</th>
<th>Digital teachers</th>
<th>Reading:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessment 3: eTest
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Reading</th>
</tr>
</thead>
</table>
| 14 November| • Ch. 7 & 10 (Howell)  
• Examine: Smart classrooms  
• Article: ‘Why virtual reality is about to change the world’  
• Article: ‘Is Pokemon GO really augmented reality?’  
• Study: ‘Augmented reality in education’  
• Video: Pokemon GO phenomenon |  
|            | **Available:** Opens – Monday 14/11/2016 08:00 (WST)  
Closes – Saturday 19/11/2016 23:59 (WST) |  
| Week 13    | Digital learning reflection                                            |  
| 21 November| **Reading:**  
• Ch. 11 (Howell) pp. 197-198, An aptitude for emerging technologies | **eEvaluate Survey**  

The only authoritative version of this Unit Outline is to be found online in OASIS