

# THE EDUCATION UNIVERSITY OF HONG KONG

## Course Outline

### Part I

<b>Programme Title</b>	: Doctor of Education (EdD)
<b>Programme QF Level</b>	: 7
<b>Course Title</b>	: Technology, Pedagogy and Education
<b>Course Code</b>	: INT8012
<b>Department</b>	: Mathematics and Information Technology
<b>Credit Points</b>	: 3
<b>Course Hours</b>	: 39 hours
<b>Pre-requisite(s)</b>	: Nil
<b>Medium of Instruction</b>	: English
<b>Course Level</b>	: 8

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### Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills

## 6. Ethical Decision Making

## 7. Global Perspectives

### 1. Course Synopsis

The rapid development of technology has been profoundly changing the delivery of school education throughout the recent decade. This course aims to equip candidates with an understanding of the symbiotic relationship among technology, pedagogy and quality education in the twenty-first century. This course targets at introducing the theoretical knowledge of and practical skills at contemporary technology mediated pedagogies for quality education, stimulating reflection on the strengths and weaknesses of current practices in the pedagogical use of technology in school education, and providing insights into the future use of technology for the delivery of quality education in the twenty-first century.

### 2. Course Intended Learning Outcomes (CILOs)

*Upon completion of this course, participants will be able to:*

CILO<sub>1</sub> realize the potential of the use of technology to enhance the quality of school education in the twenty-first century;

CILO<sub>2</sub> discern the patterns of change in school education in response to the emerging digital world;

CILO<sub>3</sub> identify the commonly-used technologies and practices in the contemporary technology mediated pedagogies for the delivery of quality education;

CILO<sub>4</sub> synthesize theoretical frameworks for the contemporary technology mediated pedagogies, such as the Technological Pedagogical Content Knowledge (TPCK) framework

CILO<sub>5</sub> reflect on the areas of underachievement in the pedagogical use of technology in school education;

CILO<sub>6</sub> explore the strategies for advancement in the pedagogical integration of technology for enhancing quality of school education in the twenty-first century.

### 3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Pedagogical value of technology in school education in the twenty-first century	CILO <sub>1,2</sub>	Lecture, Lecturer-led Q&A, Cooperative Group Work

Status quo of pedagogical use of technology in school education	<i>CILO</i> <sub>2</sub>	Lecture, Lecturer-led Q&A
Theoretical introduction in contemporary technology mediated pedagogies for the delivery of quality education	<i>CILO</i> <sub>3,4</sub>	Lecture, Lecturer-led Q&A
Expanding models of instruction, from the global contexts, in school education in response to the emerging digital world	<i>CILO</i> <sub>4,5</sub>	Guided Research Activities
Future trend in the pedagogical integration of technology towards quality education in response to the emerging digital world	<i>CILO</i> <sub>6</sub>	Guided Research Activities

#### 4. Assessment

Assessment Tasks	Weighting (%)	CILO
Based upon literature review, candidates write an essay on a critical analysis of the appropriate use of technology mediated pedagogy for delivering quality education (4000-5000 words)	100%	<i>CILO</i> <sub>1,2,3,4,5,6</sub>

#### 5. Required Text(s)

Nil

#### 6. Recommended Readings

- Barron, A. E., Ivers, K. S., Lilavois, N., & Wells, J. A. (2006). *Technologies for education: a practical guide* (5th ed.). Westport, CT: Libraries Unlimited.
- Bell, A. (2007). *Handheld computers in schools and media centers*. Worthington, OH: Linworth Pub., Inc.
- Bitter, G G, & Legacy, J. M. (2008). *Using technology in the classroom* (7th ed.). Boston, MA: Pearson/Allyn and Bacon Publishers.
- Bonk, C. J., & Graham, C. R. (Eds.). *Handbook of blended learning: Global perspectives, local designs*. San Francisco, CA: Pfeiffer Publishing.
- Bray, M. (2004). *Technology and the diverse learner: A guide to classroom practice*. Thousand Oaks, CA: Corwin Press.
- Debevec, K., Shih, M. Y., & Kashyap, V. (2006). Learning strategies and performance in a technology integrated classroom. *Journal of Research on Technology in Education*, 38(3), 293-307.
- Fischer, F., Kollar, I., Mandl, H., & Haake, J. M. (2007). *Scripting computer-supported collaborative learning: Cognitive, computational and educational perspectives*. New York: Springer.
- Jewitt, C. (2006). *Technology, literacy and learning: A multimodal approach*. London: Routledge.
- Knight, C., Knight, B. A., & Teghe, D. (2006). Releasing the pedagogical power of information and communication technology for learners: A case study. *International Journal of Education and Development*

- using Information and Communication Technology*, 2(2), 27-34.
- Kong, S. C. (2007). The development and validation of an information literacy model for Hong Kong students: Key issues in the professional development of teachers for capacity building. *Technology, Pedagogy and Education*, 16(1), 57-75.
- Lim, C. P., & Chai, C. S. (2008). Teachers' pedagogical beliefs and their planning and conduct of computer-mediated classroom lessons. *British Journal of Educational Technology*, 39(5), 807-828.
- Mishra, P., & Koehler, M. J. (2006). Technological Pedagogical Content Knowledge: A new framework for teacher knowledge. *Teachers College Record*, 108(6), 1017-1054.
- Nilsson, M., & Nocon, H. (2005). *School of tomorrow: Teaching and technology in local and global communities*. Oxford, England: Peter Lang.
- Osguthorpe, R. T., & Graham, C. R. (2003). Blended learning environments. *Quarterly Review of Distance Education*, 4(3), 227-233.

#### **7. Related Web Resources**

Nil

#### **8. Related Journals**

Nil

#### **9. Academic Honesty**

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Participants should familiarize themselves with the Policy.

#### **10. Others**

Nil

Last update: 29-07-2019

**TPg Courses with other Study Modes**

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Delivery mode:

Online learning as the primary delivery mode

Range of classroom-based contact hours (0-15)	Range of hours for online learning (24-39)	Total No. of-Contact Hours
		39

Directed study mode

Range of classroom-based contact hours (4-15)	Range of guided independent learning hours (24-35)	Total No. of-Contact Hours
6	33	39

*Updated as of 28 March 2023*