



# SYMBIOSIS INTERNATIONAL (DEEMED UNIVERSITY)

(Established under section 3 of the UGC Act, 1956)

Re-accredited by NAAC with 'A++' Grade | Awarded Category - I by UGC

Founder: Prof. Dr. S. B. Mujumdar, M. Sc., Ph. D. (Awarded Padma Bhushan and Padma Shri by President of India)

**Course Name:** Education Technology skills (based on the Technological Pedagogical Content Knowledge)  
**Course Code:** T1740  
**Faculty:** Law  
**Programme Type:** CP  
**Course Credits:** 10  
**Course Level:** 3  
**Sub-Committee (Specialization):** Transnational and Global Legal  
**Batch:** 2023

## Learning Objectives:

Aims --This module aims to familiarize students with a variety of technological tools and applications used in the area of teaching and learning. To do so, the module helps students to understand the pedagogical approaches and practical aspects of technology in teaching and learning, become aware of the technological, social and linguistic implications of the use of technology in education and explore emerging issues in teaching and learning with technology. Module learning outcomes --Identify and evaluate the possibilities and challenges of using various technological resources and activities. Discuss and use technology in education from both pedagogical and socio-cultural perspectives Evaluate technology-enhanced learning and teaching programmes. Engage critically with published research and with practical learning problems. Show awareness of varying learners needs and understanding how to respond with technology. Academic and graduate skills --Understanding and evaluating primary technological tools used in education Ability to adapt different technologies for teaching and learning purposes Ability to select and integrate different technologies Ability to evaluate technology enhanced programmes

## Books

### Recommended:

Book	Author	Publisher
Forget IQ. Digital intelligence will be what matters in the future,	Claudio Cocorocchia,	World Economic Forum, 2018. Available at <a href="https://www.weforum.org/agenda/2018/02/digital-intelligence-in-ternet-safety-future/">https://www.weforum.org/agenda/2018/02/digital-intelligence-in-ternet-safety-future/</a>
From Digital Literacy to Digital Intelligence A Comparative Study of Digital Literacy Frameworks	Taufiqur Rahman, Ayu Amalia, Zuhdan Aziz,	Advances in Social Science, Education and Humanities Research, volume 518 Proceedings of the 4th International Conference on Sustainable Innovation 2020 Social, Humanity, and Education ICoSIHESS 2020
Global Leadership Competence: The Intelligence Quotient of a Modern Leader.	Kerri Heath, L. Martin, Linda Shahisaman. 2017.	The Journal of Leadership Education.
Is critical thinking a better model of intelligence In R. J. Sternberg Ed., The nature of human intelligence	Halpern, D. F., Butler, H	Cambridge University Press. 2018.

The DQ Institute -A Brief Overview, 2020	Shama Patel,	Available at <a href="https://medium.com/human-digital-intelligence/the-dq-institute-a-brief-overview-9d9817982f3e">https://medium.com/human-digital-intelligence/the-dq-institute-a-brief-overview-9d9817982f3e</a>
The Need For Digital Intelligence, Outlook- Science And Technology Education, 2018.	Dalmeet Singh Chawla	Available At <a href="https://Media.Nature.Com/Original/Magazine-Assets/D41586-018-06848-6/D41586-018-06848-6.Pdf">https://Media.Nature.Com/Original/Magazine-Assets/D41586-018-06848-6/D41586-018-06848-6.Pdf</a>

**Course Outline:**

Sr. No.	Topic	Actual Teaching Hours	Contact Hours Equivalence
1	<p><b>Introduction, key issues, and debates</b></p> <p>The first session will introduce current policies for the introduction of technology in schools and then focus in on some key issues and debates in this area. In particular, we will discuss: 1 the digital native/digital immigrant debate and related issues such as pedagogical and school reform; and, 2 the impact of technology, in particular netspeak and texting, on literacy and new conceptions of literacy for the digital age. Additionally, key developments in the history of the use of technology in education will be used to illustrate the relationship between theories and practice e.g. sociocultural learning theory, technology and virtual learning environments.</p>	10	10
2	<p><b>Computer-mediated Communication</b></p> <p>In this session, the basic concepts of computer-mediated communication are introduced and discussed with an overview of CMC applications. This session will also cover various aspects of media and technology, and their effects on interpersonal communication</p>	8	8
3	<p><b>Computer-mediated Communication Part 2</b></p> <p>In this session, we will look at the potential use of computer-mediated communication CMC tools which allow the collaborative production of user-generated content using blogs and wikis...etc., in teaching and learning.</p>	8.5	8.5
4	<p><b>Social Networking and Learning</b></p> <p>In this session, we will discuss several more recent innovations including social networking. The session will focus on how social networking can be used for teaching and learning purposes.</p>	20	20
5	<p><b>Game-based Learning</b></p> <p>The session focuses on the discussion of the use of computer games in education in general and learning in specific. We will consider both the use of games developed explicitly for educational purposes e.g. Phonomena and Zombie Division and the reuse of commercial video games for educational purposes e.g. The Sims.</p>	15	15
6	<p><b>Technology and Assessment</b></p> <p>First, key issues related to assessment will be introduced, namely reliability, validity, and authenticity. Several technologies which can be used to enable automated assessment and increase the range of possible stimuli used in examinations will then be introduced. These technologies will include: parser-technologies, speech technologies, and multimedia. Finally, the strengths and weaknesses of computer-based assessment will be discussed.</p>	25	25
7	<p><b>Evaluating and researching technology-enhanced learning and teaching</b></p>	30	30

	This session will focus on evaluating and researching technology-enhanced learning and teaching activities and materials. In the first part of the session, the main approaches to evaluation including checklists, surveys and software reviews will be introduced and discussed. This will be followed by a discussion of appropriate methods for researching the use of technology in education. In the second part of the session, learners will be given the opportunity to evaluate a technology or piece of software for themselves.		
8	<b>Teaching with Technology</b> In this session, we discuss how technology has become a ubiquitous part of learners lives. Most schools and homes have connected computers or Internet-enabled devices. The session focuses on integrating technology in teaching from a collaborative learning perspective. The theory will be discussed and related to approaches of learning and teaching more broadly, and practice will be illustrated through hands-on demonstrations.	23	23
9	<b>Student presentations</b> In this final session, learners will be asked to give a presentation related to any of the issues discussed in the module. This is an opportunity for learners to explore additional technologies, such as free online translation, e-books, e-portfolios, virtual worlds, learning management systems, and so on. Alternatively, learners might explore further issues related to the use of technology in education such as Bring Your Own Device BYOD policies.	10.5	10.5
<b>Total</b>		<b>150</b>	<b>150</b>

**Pre Requisites:**

Education related to Pre-service teachers, in-service teachers, bachelor students and mastersstudents

**Evaluation:**

Assignment based on Inquiry Assignment based on Inquiry  
Quiz  
Learning logs  
Research paper  
Inter-disciplinary Collaborative Project

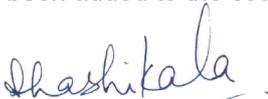
**Pedagogy:**

Lectures, Self-learning, Synchronous and Asynchronous online sessions, workshops, group work, field work, Website Analysis, Flipped classroom, Collaborative Online International Learning, demonstrations, discussions, tutorials and collaborative problem-solving activities Collaborative Activities, Interdisciplinary problem-solving exercises, Learning by doing, Projects field / Community / interdisciplinary, Models / Apps / Software, Directed Reading, Videos, Quiz, Story-telling, Multimodal texts, case analysis, work in groups, discussion, team project, individual project/ Assignment, teaching assignment, creative workshops, guest lecturer practitioner lecture, practical tasks, problem-based training, seminar, application of special software packages, blog, virtua

**Expert:**

Dr Shashikala Gurpur,,Dean FoL SIU,Symbiosis Law School Pune, SIU

I hereby certify that the syllabus has gone through the accreditation process and has been added to the course catalogue of SIU.

  
Dr. Shashikala Gurpur,  
Dean FOL, SIU

