

Bachelor of Education (B.Ed.)

**Title of the Course: EPC1: Critical Understanding of ICTs in Education
(Semester: I)**

**Credits: 2
MM: 50 (Internal: 50)
Contact Week 15**

Introduction of the Course

This course focuses on providing practical experience and reflective engagement on issues related to Information and Communication Technologies in a workshop mode through presentations and seminars around selected readings. The course aims to provide a rich learning experience for student teachers through various ICT tools including apps to enable them to engage diverse classroom contexts, to critically assess the quality and efficacy of resources and tools available, to access and suitably modify open educational resources, to develop their own pedagogic materials and pursue lifelong learning to strengthen their professional capabilities.

Learning Outcomes

After completion of the course student will be able to:

1. describe OER its history, various models and approaches
2. identify and use OER repositories
3. use FOSS and APPS to create OER
4. use Assistive Technologies
5. work blended learning environment for their learning
6. work collaboratively in a small group environment to create OER

Number of Units: 4

Weeks 15 = 30 hours

Unit I: Introduction to ICTs and OER in Education

(3 weeks = 6 hours)

- Evolution and nature of ICTs
- ICTs in Educational Processes
- OER: Concept, History, Considerations, Models and Approaches and Life Cycle

Unit 2: Open Educational Resources to Open Educational Practices

(6 weeks = 12 hours)

- OER Repositories and Education
- Free and Open Source Software
- Working with Generic and Subject Specific Software
- Creating OERs
- Engaging OEP

Unit 3: Assistive Technology in Educational Practices

(3 weeks = 6 hours)

- Concept and its importance in education
- AT tools: Software and Apps
- Learning to use AT tools

Unit 4: Mobile Applications in Education

(3 weeks = 6 hours)

- Concept, Advantages and Concerns
- Personal and Subject Specific Apps
- Use of Mobile Apps - to create Learning Resources and facilitate teaching learning processes

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*A workshop on AT tools may be organized through a special educator.

Practicum/ Suggested Projects / Assignments

- Creating types of learning artefacts using various ICT tools exposed to them during the course.
- Develop a subject specific tutorials using FOSS and APPS

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Ahmad, F. (2015). Use of Assistive Technology in Inclusive Education: Making Room for Diverse Learning Needs. *Transcience*, 6(2), 62-77. Retrieved from https://www2.hu-berlin.de/transcience/Vol6_No2_62_77.pdf
- Butcher, N. (2015). *A Basic Guide to Open Educational Resources (OER)*. (A. Kanwar, & S. Uvalic-Trumbic, Eds.) UNESCO; Commonwealth of Learning.
- Green, R., & Blair, V. (2011). *KEEP IT SIMPLE: A Guide to Assistive Technologies*. California: Libraries Unlimited.
- Mulloy, A., Gevarter, C., Hopkins, M., Sutherland, K., & Ramdoss, S. (2014). Assistive Technology for Students with Visual Impairments and Blindness. In G. Lancioni, & N. Singh (Eds.), *Assistive Technologies for People with Diverse Abilities* (pp. 113-156). Springer. doi:DOI 10.1007/978-1-4899-8029-8
- Wawasan Open University. (n.d.). Retrieved from ICT in Education: <https://woulibrary.wou.edu.my/weko/eed502/index.html>
- Wiki Educator. (2010, October 30). *OER Handbook for Educators*. Retrieved from https://wikieducator.org/OER_Handbook/educator
- Wishart, J. (2018). *Mobile Learning in Schools: Key Issues, Opportunities and Ideas for Practice*. New York: Routledge.

Teaching Learning Resources (Digital and others): Across Units (If any)

Nil

Teaching Learning Process

The course will be taught through interactive pedagogic methods by employing digital tools during the workshop based classroom discussions along with individual and collaborative learning tasks which can enhance their capacity in using ICT tools for teaching learning processes. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given.

Key words: ICTs, Open Educational Resources, FOSS, Assistive Technologies and Mobile Apps.

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Head/Dean

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