

**Master of Education (M.Ed.)**  
**Title of the Course: S. Ic. 1(m) Information and Communication Technologies in**  
**Education: Theoretical and Policy Perspectives**

(Semester: I, II, III & IV)

Credits: 4  
MM: 100 (External: 70 Internal: 30)  
Contact Week 15

### Introduction of the Course

The Objective of the course is to enable the students to develop an understanding of Information and Communication Technologies (ICTs) in Education and the theoretical and policy perspectives that describe it. Students are expected to understand the important concepts, emerging areas and policy that guides ICTs role in educational contexts. This requires developing critical perspectives and different factors that influence ICTs in the knowledge era. It Include developing an understanding on new literacies, open educational resources and open access and their importance in the ICTs supported Educational contexts.

### Learning Outcomes

After completion of the course student will be able to:

1. Describe and communicate their understanding of various theoretical perspectives on computer and internet technologies in education
2. Explain the concepts and theoretical perspectives of Media and new literacies in Education
3. Identify and explain about open access and OER tools and materials relevant to their educational purposes
4. Analyse educational policies and frameworks of India and other countries to describe role of ICTs in the educational development.

**Number of Units(4)**

**Weeks 15 = 60 hours**

**Unit 1: Theoretical Perspectives on ICTs in Education**


**(3 weeks = 12 hours)**

- Critical perspectives on Technology, Knowledge, Culture and Society in the Information and knowledge era
- Role of Economic, Environmental, Ethical, Legal and Socio-political factors on ICTs in education

**Unit 2: ICT and New Literacies in Education**

**(5 weeks = 20 hours)**

- Introduction to New Literacies
- Digital Literacy: Concepts, frameworks and policy perspectives
- Information Literacy: Concepts and theoretical perspectives
- Media Literacy (ML): Concepts, Structural Elements, theoretical perspectives and Approaches
- Paradoxes of Media and Information Literacy

  
Head/Dean

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- Visual literacy: Concepts, theoretical foundations, perspectives and standards
- Importance of New Literacies in Education

**Unit 3: Open Education and Open Access: Conceptual and Policy Perspectives (3 weeks = 12 hours)**

- OER in Education – Conceptual Issues; Incentives, benefits and barriers
- Open Educational Practices
- Concept of Openness and open access; open access mandates and policies; issues related to open access

**Unit 4: Policy Perspectives of ICTs in Education (4 weeks = 16 hours)**

- National Policies on Education and National Education Policy 2020
- National Curriculum Frameworks of School and Teacher Education
- National Policy on ICT in School Education
- Policy practices of ICTs integration in Education: India and Other countries

**Practicum/ Suggested Projects / Assignments (Any Two)**

1. Analyse the education and ICTs policy documents and practices of other countries in relation with India.
2. Identify and map various open access and OER repositories related to education and technology education.
3. Explore the area of new literacies and their role in education.

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

**Essential/ Recommended Readings**

- Avgerinou, M.D., Pettersson, R. (2011). Toward a Cohesive Theory of Visual Literacy. *Journal of Visual Literacy*, 30:1, 1-19
- Braden, R.A. ( ). Visual Literacy. <http://members.aect.org/edtech/ed1/pdf/16.pdf>
- Brown, J.A. (2006). Media literacy perspectives. *Journal of Communication*. <https://doi.org/10.1111/j.1460-2466.1998.tb02736.x>
- Cristina Costa, Michael Hammond & Sarah Younie (2019) Theorising technology in education: an introduction, *Technology, Pedagogy and Education*, 28:4, 395-399, DOI: 10.1080/1475939X.2019.1660089
- Jutta, H., Olof, S. (2022). Paradoxes of media and information literacy: the crisis of information. New York: Routledge
- Limberg, Louise, Olof Sundin & Sanna Talja. "Three Theoretical Perspectives on Information Literacy." *HUMAN IT* 11.2(2012): 93-130.
- McGreal, R. K. (Ed.). (2013). *Open Educational Resources: Innovation, Research and Practice*. Vancouver: Commonwealth of Learning.
- MHRD, GoI. (2020). *National Education Policy 2020*. New Delhi: MHRD

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- National Steering Committee for National Curriculum Frameworks. (2022). National Curriculum Framework for Foundational Stage. New Delhi: NCERT.
- National Steering Committee for National Curriculum Frameworks. (2023). National Curriculum Framework for School Education. New Delhi: NCERT.
- NCERT (2005). National Curriculum Framework. New Delhi: National Council for Educational Research and Training.
- NCTE (2009). National Curriculum Framework for Teacher Education. New Delhi: National Council for Teacher Education.
- NCTE. Integrated Teacher Education Programme (ITEP): Curriculum Framework. New Delhi: National Council for Teacher Education.
- Oliveira AW, Schneider E, Kim Y. Curriculum conceptions of technology: Theoretical insights from National Education Policies in Brazil, Korea, and the United States. Hum Behav & Emerg Tech. 2020;1–10. <https://doi.org/10.1002/hbe2.204>
- Sefton-Green, Julian, Nixon, Helen and Erstad, Ola(2009)'Reviewing Approaches and Perspectives on "Digital Literacy"',Pedagogies: An International Journal,4:2,107 — 125. DOI: 10.1080/15544800902741556
- Spires, H. A. (2019). Critical Perspectives on Digital Literacies: Creating a Path Forward. Media and Communication, 7(2), 1-3. <https://doi.org/10.17645/mac.v7i2.2209>

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

Nil

#### **Teaching Learning Process**

The course will be taught through interactive pedagogic methods such as classroom discussion, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. 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. Summative evaluation will be done through end-semester examination.

#### **Key words:**

Information and Communication Technologies (ICTs), New Literacies, Open Access, Open Educational Resources, NEP 2020

  
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