



UNSW
SYDNEY

Arts & Social Sciences

School of Education

EDST2091

Digital Literacies in Learning and Teaching

Term 1, 2019

Contents

| | | |
|----|---|-------------------------------------|
| 1. | LOCATION | 2 |
| 2. | STAFF CONTACT DETAILS..... | 2 |
| 3. | COURSE DETAILS | 2 |
| | Summary of Course | Error! Bookmark not defined. |
| | Student Learning Outcomes | Error! Bookmark not defined. |
| | Program Learning Outcomes (AITSL Professional Graduate Teaching Standards) | Error! Bookmark not defined. |
| 4. | RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH | 4 |
| 5. | TEACHING STRATEGIES | 4 |
| 6. | COURSE CONTENT AND STRUCTURE | 4 |
| 7. | RESOURCES | 6 |
| 8. | ASSESSMENT | 8 |

IMPORTANT :

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

The School of Education acknowledges the Bedegal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.

LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST2091 Digital Literacies in Learning and Teaching (6 units of credit)
Term 1, 2019

STAFF CONTACT DETAILS

Course Coordinator:
Office Location:
Email:
Phone:
Availability:

COURSE DETAILS

| | |
|----------------------|---|
| Course Name | Digital Literacies in Learning and Teaching |
| Credit Points | 6 units of credit (6 uoc) |
| Workload | Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc. |
| Schedule | http://classutil.unsw.edu.au/EDST_T1.html |

SUMMARY OF COURSE

The course introduces students to the general concepts of eLearning and generic digital tools that enhance teaching and learning across various disciplines. The course takes a hands-on approach to assist students build their technological literacy capacity and awareness of the opportunities and limitations brought about by the integration of technology in classroom curriculum. They will apply learning theories suited to digitally- enhanced learning environments and skills that they have developed in a range of applications to design pedagogically sound teaching and learning activities. There will be an emphasis on using generic tools for presentation and content creation for teaching and for demonstration of understanding of concepts learned.

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK: Modification of the WebQuest to development of a Project Based Learning Unit. It combines the elements of the Planning of a unit of work, Inquiry learning and use of Digital Literacy skills. This supports Global trends and is a DET NSW focus.

IMPORTANT INFORMATION

Assessment: Students must pass ALL assessments to pass the course. Only by passing all assessments can the AITSL Professional Graduate Teaching Standards be achieved.

Attendance: It is expected that any student enrolled in an EDST course with the School of Education will make a commitment to their learning and attend all classes in full where content is delivered in a face-to-face mode except in certain circumstances where absence is due to illness, misadventure or unforeseen circumstances beyond the student's control. A minimum attendance requirement of 80% is required for each course. In certain circumstances, a student may miss up to 20% of a course without formal documentation and up to 33% of a course with formal documentation (sent via email to course convenor) providing all the requirements detailed below are met. Students not meeting the attendance requirements outlined above will be awarded an Unsatisfactory Fail (UF) for that course regardless of their performance in the assessment tasks or other requirements for the course.

Please note the following attendance expectations, requirements, and consequences:

- A minimum attendance requirement of 80% of all scheduled classes (i.1. lectures, tutorials, workshops, seminars) for the subject in which you are enrolled is required by UNSW
- Attendance in person is the only option for tutorials, seminars, and workshops.
- Where attendance is recorded for a scheduled class (i.e. lectures, tutorials, workshops, seminars) either by electronic means or via an attendance register it is the responsibility of the student to make sure they successfully record their attendance by providing all the details required.

It is the responsibility of the student to catch up on any learning missed due to absences.

The School of Education upholds the UNSW attendance policy and is in accordance with the Arts and Social Sciences guidelines and expectations. UNSW policy on Attendance and Absence that can be found at: <https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/#attendanceguidelines>

STUDENT LEARNING OUTCOMES

At the end of the course, students should be able to:

| Outcome | | Assessment/s |
|---------|--|--------------|
| 1 | Demonstrate understanding of eLearning concepts and the use of relevant educational learning theories and characteristics of learners to evaluate the educational suitability of software and web-based resources for learning | 1, 2 |
| 2 | Demonstrate digital literacy skills and knowledge that include cognitive, technical and social-emotional perspectives of using technology for learning | 1, 2 |
| 3 | Demonstrate multiple ways of using technology in supporting learner-centred teaching strategies | 1, 2 |
| 4 | Develop pedagogically sound content-based digital resources and assessment tasks for teaching and learning | 1, 2 |

AITSL PROFESSIONAL GRADUATE TEACHER STANDARDS

| Standard | | Assessment/s |
|----------|---|--------------|
| 1.1 | Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning | 1, 2, |
| 1.2 | Demonstrate knowledge and understanding of research into how students learn and the implications for teaching | 1, 2 |
| 1.5 | Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities | 1, 2 |
| 2.1 | Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area | 1, 2 |
| 2.2 | Organise content into an effective learning and teaching sequence | 1, 2 |
| 2.3 | Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans | 1 |
| 2.6 | Implement teaching strategies for using ICT to expand curriculum learning opportunities for students | 1, 2 |
| 3.4 | Demonstrate knowledge of a range of resources including ICT that engage students and deepen their learning | 1, 2 |

| | | |
|-----|---|------|
| 4.5 | Demonstrate an understanding of relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching | 1, 2 |
| 5.1 | Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning | 1 |

RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

A hands-on, student-centred approach will be the emphasis of the course. The content and activities in the course will allow students to engage in relevant and challenging experiences that mirror those that they will be expected to face in integrating digital technologies in their teaching of the secondary students that they will later teach. The lectures and tutorials are designed to be supportive and students will have many opportunities to engage in meaningful learning tasks.

TEACHING STRATEGIES

Short theoretical lectures that are interactive, hands-on learning, collaborative learning, peer-teaching and assessment with presentations and discussions lead by students.

COURSE CONTENT AND STRUCTURE

Each Week's outline is a Guide and may change due to the needs and interest of students.

| Week beginning | Lecture Topic | Tutorial Topic/Activities |
|-------------------------------------|---|---|
| Week 1 17 Feb 2019 | What is contemporary learning and why the change? <ul style="list-style-type: none"> ○ Prensky's theory of digital natives ○ Learners and Contemporary learning ○ National Declaration on the Educational Goals for Young Australians ○ Changes and challenges for education inc. curriculum, technology ○ Digital Literacy and Digital Technologies <p>Discussion on Future considerations http://www.nmc.org/nmc-horizon/</p> General overview of the course and assessment | <ul style="list-style-type: none"> ○ Explain assessment tasks ○ Introduction to Edublogs blogging technology in order to prepare for next week's Assessment One ○ Students "Sigh up" <p>Blog Post One – Your opinion and action/ recommendations around the Horizon Report.</p> <p>Choose a partner and select a research paper for presentation to the class.</p> |
| Week 2 24 Feb 2019 | Learning Theories and their application to digital learning <ul style="list-style-type: none"> ○ Digital Literacy and Digital Technologies ○ TPACK ○ SAMR ○ Project Based Learning (PBL) <p>Explore 100 Most used tools for Educators – Students create the presentation in the lecture.</p> | <ul style="list-style-type: none"> ○ Assessment Task One Your Professional Digital Portfolio created on Edublogs 10% <p>Students create and present the structure of their Digital Portfolio.</p> <p>Task due at end of tutorial today in class activity.</p> |

| | | |
|--|---|--|
| | | <p>Students can use following 4 days to improve the design of their portfolio.</p> <p>Blog Post Two– Choose a tool from 100 Most used tools and create a student activity</p> |
| <p>Week 3 3 March 2019</p> | <p>How can we use digital Technologies to assess?</p> <p>Assessing of, as and of Learning</p> <p>Considering 100 Most used tools for Educators How can we use digital Technologies to assess?</p> <ul style="list-style-type: none"> ○ Enquiry-based learning and problem solving Assessment ○ Assessment Rubrics <p>[3 groups x 10 mins paper presentations]</p> | <ul style="list-style-type: none"> ○ Return assessment one marking and feedback ○ Explore 100 Most used tools for Educators ○ Plan your group PBL unit and assessment <p>Blog Post Three– Choose a topic from your curriculum. What are the things you want your students to learn? Add curriculum links</p> <p>Pose an essential overarching question that could shape your PRL.</p> |
| <p>Week 4 10 March 2019</p> | <p>How can we use digital technologies to create for and by students?</p> <ul style="list-style-type: none"> ○ Digital storytelling using current technologies ○ Creating videos (Flipped classroom as example – Prezi and screencast software) ○ Creating podcasts ○ Curriculum links and assessment <p>[3 paper presentations]</p> | <ul style="list-style-type: none"> ○ Develop your group PBL unit and assessment with partner. <p>Blog Post 4 and Feedback– Give feedback via comments to another groups Blog Posts so far.</p> |
| <p>Week 5 17 March 2019</p> | <p>Personalised, differentiated and individualised learning. What are the differences and how can technologies support these?</p> <p>For Teachers Developing Learning Resources</p> <ul style="list-style-type: none"> ● Flipped Classroom ● Professional Learning Networks for educators PLN, Twitter <p>For Students Considering 1-to1 “In their hands” – Students ‘Digital Story Telling - Looking at student</p> <p>Web 2.0 (Social and collaborative tools) e.g. Wikis, Blogs, YouTube (video on uploading), online forums etc for collaborative and project work. Microsoft and Google tools Students present their films in the tutorial</p> <p>[3 groups x 10 mins paper} Each Session</p> | <p>Familiarise with various film tools – for 4-minute instructional video which you can share with your peers.</p> <ul style="list-style-type: none"> ○ digital story or a screen-captured video. ○ Plan, storyboard and create digital story including a rubric ○ Explore screencast software. ○ Watch Flipped Classroom videos <p>Blog post each week (5, 6 and 7) including creating a Professional</p> <ul style="list-style-type: none"> ● Twitter account and reporting on 3 things you discovered through Twitter. |
| <p>Week 6 24 March 2019</p> | | |
| <p>Week 7 31 March 2019</p> | | |

| | | |
|--|--|--|
| | | <ul style="list-style-type: none"> • Pinterest account - create Professional pages to support your curriculum area. |
| Week 8 7 April 2019 | <ul style="list-style-type: none"> ○ Cyberbullying and safety ○ Ethical, copyright issues <p>[4 paper presentations]</p> | <ul style="list-style-type: none"> ○ Exercise and discussion on Cybersafety and copyright issues. ○ Explore Creative Commons ○ Work on your PBL Unit. Re-assessing PBL Units discussion questions <p>Project Based Learning Unit Due 14TH April</p> |
| Week 9 14 April 2019 | <p>Assessing digital-based learning</p> <ul style="list-style-type: none"> ○ Assessing digitally-based learning ○ Assess 2 digitally-based creation: what criteria? Why? ○ Digital Portfolios How ? Why? <p>[4 paper presentations]</p> | <ul style="list-style-type: none"> ○ Investigation and discussion around assessment for learning ○ Work on Digital Portfolio |
| <h2 style="color: green;">Easter Break</h2> | | |
| 10 28th April 2019 | <p>Support for students with Special Needs</p> <ul style="list-style-type: none"> ○ (Share experiences & discuss research) <p>Making connections - Global Projects</p> <ul style="list-style-type: none"> ○ For students –Projects which support global connections. | <p style="text-align: center;">Return PBL Unit assignment and feedback</p> |

**Digital Portfolio Final Assessment Due
12 May 2019**

Results due back

RESOURCES

Required Readings

Journal articles in Google Drive. Link posted on UNSW Moodle. Choose one with group of 2-3.

Recommended Readings and Viewing

NMC Horizon Report

New Media Consortium United States <https://www.nmc.org/nmc-horizon-k12/>

What is on the five-year horizon for K-12 schools worldwide? Which trends and technologies will drive educational change?

Can We Teach Digital Natives Digital Literacy?

Ng, Wan Computers & Education, 2012, Vol.59 (3), p.1065-1078 [Peer Reviewed Journal]

Ken Robinson says schools kill creativity

https://www.ted.com/talks/ken_robinson_says_schools_kill_creativity

Sir Ken Robinson makes an entertaining and profoundly moving case for creating an education system that nurtures (rather than undermines) creativity.

ASSESSMENT
Digital Literacies in Learning and Teaching

| Assessment Task | Length | Weight | Student Learning Outcomes Assessed | AITSL Professional Graduate Teaching Standards Assessed | Due Date |
|---|-----------------------------------|--------|------------------------------------|---|-----------------------|
| Task 1 Digital Portfolio site Blog Post One Home – About Me | 600 words | 10% | 1, 2 | 2.1, 3.4 | 28 Feb 2019, 5pm |
| Task 2 (group) Project Based Learning Planning, design and delivery curriculum links and assessment | 2500 words equivalent each member | 40% | 1, 2, 4 | 1.1, 1.2, 1.5, 2.1,2.2, 2.3,.2.6, 3.4, 4.5, 5.1 | 14 April 2019, 5pm |
| Task 3 Digital Portfolio including Research Report Film/ digital Story Twitter, Pinterest, 8 blog posts | 3500 words equivalent | 50% | 1, 2, 3, 4 | 1.1, 1.2, 1.5, 2.1,2.2, 2.6, 3.4, 4.5 | 12 May 2019, 5pm |

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Student no longer need to use a cover sheet. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.

The Submission of the EduBlogs URL will be requires with 25 words Minimum. All 8 Blog posts will need to be combined onto a word Document and submitted via Turnitin.

Task 1: [10%]

Assessment Task One - Your Professional Digital Portfolio 10%

Developed in Class – With instructions delivered - Week One

How to videos/ documents <http://help.edublogs.org/user-guide/>

Your Professional Digital Portfolio will be created within an EduBlog Pro <https://edublogs.org/>

You will be required to set up an account using your university email address. Naming the blog with your student number. Assessment criteria::

Your capacity to create the “Website” for your Professional Digital Portfolio. (Edublogs) including both posts and pages within the tutorial. Privacy will be set to private. (This will change in week 4)

Your portfolio will have:

- A professional name (your choice) But the URL will be your student number.
- Your completed professional profile page including an image on your Home Page.
- Post number one created on the site,
Blog Post One – Your opinion and action/ recommendations around the Horizon Report
- 5 pages created for hosting the differing elements of assessment for the course
 - Project Based Learning Unit
 - Digital Story/interactive
 - Your Reading presentation
 - A Twitter Page (To present your professional twitter interaction)
 - A Pinterest Page (To present your resources and ideas for teaching gathered on Twitter)

You will submit your Portfolio URL to the Google form provided at the end of the tutorial. Full requirements will be provided in the session.

Task 2 (Collaborative task): [40%]

Develop a Project Based Learning Unit of work - Construct a Project Based Learning (PBL) unit, in your discipline area with a partner.

Project-based learning (PBL) is an approach to teaching and learning that engages students in rich and authentic learning experiences. PBL can be transformative for your teaching practice but requires strong, supportive leadership and a commitment to innovation and contemporary pedagogies

See: <https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-for-the-future/future-focused-learning-and-teaching/project-based-learning-resource-guide>

In a PBL environment, students gain knowledge and skills by investigating and responding to an engaging question, problem or challenge.

A PBL learning and teaching framework addresses cross-curricula content and learning dispositions through rigorous, authentic, hands-on, interactive learning experiences.

Your task is to collaborate with another student in the same/ similar discipline as you to create a PBL Unit that you could use for teaching secondary students in your professional practice round or in the future when you qualify as a teacher.

It will feature Curriculum connections and learning outcomes described in relevant syllabus’ It will also require an assessment criteria and task for students.

The choice of the platform to host your PBL Unit is entirely up to you. It will be connected to your Digital Portfolio by link.

Note: Students receive a shared mark for this assignment i.e. both you and your partner will receive the same mark. Collaboration in this project will be a feature of the assessment.

Task 3: Compile a digital portfolio to include the digitally-based tasks set for this course [50%]

1. Digital Portfolio.

A digital portfolio is a digital record of evidence of achievement over a period of time. The Portfolio will operate as a tool belt for the resource created in and beyond class. The platform will be Edublogs and its structure is formed as Assessment Task One.

All work undertaken within the course will be featured in the Portfolio.

1. A digital story **OR** a video of no more than 4 minutes that deliver content on a topic for flipping the classroom practice. Evidence of planning or storyboarding of your film.
2. 8 Blog Posts and link to feedback of another Blog Post 3 Blog Posts must reflect the research presentations made by other student.
3. An infographic summarizing the main points of the research
4. Demonstration of professional Twitter interaction
5. Professional Pinterest boards featuring tools and ideas for teaching. (min 3 boards) organized into topics/ areas
6. **Presentation of research paper (group of 2 task presented in tutorials)**

For research papers, write down 2-5 main points for each category of:

1. The problem and research question(s).
2. The theoretical framework that underpins the research.
3. The design of the method for data collection.
4. The presentation and discussion of the results.
5. The conclusion.
6. Any implications for further research and for teaching
 - How does the data in the paper relate to teaching (i.e. implications for teaching)?
 - How does the data relate to your own teaching and learning?

For literature review papers, address the following:

1. What is the reason for the literature review?
2. What is the method of the literature review?
3. Write down 8-10 main points of the review.
4. What are the conclusions and implications for future work?

In presenting your paper, try and interact with the audience. Prepare at least 2 questions to ask the audience. The questions could be at the beginning, during and/or at the end of the presentation. Prepare a handout (Don't print) using Infographic software summarizing the points for your audience. Prepare a presentation (eg Powerpoint, Prezi, film etc).

Already assessed resources will also feature on your Digital Portfolio.

Sample pages of completed Digital Portfolio

| | | | | | | | | |
|---------------|-------------|---------------------|------------------|--|------------------|---------|-----------|------|
| Home About Me | PBL Project | Film/ Digital Story | Research reading | Digital Tools Collaborative presentation | Curriculum Links | Twitter | Pinterest | Blog |
|---------------|-------------|---------------------|------------------|--|------------------|---------|-----------|------|

Feedback

| Assessment Task | Feedback Mechanism | Feedback Date |
|-----------------------------------|---------------------------|------------------------|
| 1. Professional Blog | Written/ blog comment | Within 10 working days |
| 2. PBL Unit | Written | Within 10 working days |
| 3. Professional Digital Portfolio | Written | Within 10 working days |

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET ASSESSMENT TASK ONE

EDST2091 Digital Literacies in Learning and Teaching

Student Name:

Student No.:

Assessment Task: Digital Portfolio Development 10%

| SPECIFIC CRITERIA | |
|---|--|
| <p>Preparation Skills (5)</p> <ul style="list-style-type: none"> • Professional introduction for About Me page created • Image prepared • Had investigated Edublogs help resources and understood how to create the portfolio • Knew how to find help • Blog post ready to post | |
| <p>Technical Skills (5)</p> <ul style="list-style-type: none"> • Created Portfolio with all pages clearly labelled • Connected to EDST2091 (Allows features of Pro Service including embedding) Imbedded image on Home Page • Established Home Page as a Static Page. • Selected a design for Portfolio (can change in the future) • Created Blog Page with first Blog Post | |

Lecturer: Sandy Phillips

Date:

Recommended: /20 (FL PS CR DN HD)

Weighting: 10%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET ASSESSMENT TASK 2
 EDST2091 Digital Literacies in Learning and Teaching

Student Name:

Student No.

Assessment Task: Collaborative task: Development of a Project Based Learning Unit

| | |
|--|--|
| <p>Key Knowledge and Success The project design is focused on teaching students' key knowledge and understanding derived from curriculum, and success skills including critical thinking/problem solving, collaboration, and self-management. (5)</p> | |
| <p>Challenging Problem or Question The project design is based on a meaningful problem to solve or a question to answer, at the appropriate level of challenge for students, which is operationalized by an open-ended, engaging driving question.. (5)</p> | |
| <p>Sustained Inquiry The project design involves an active, in-depth process over time, in which students generate questions, find and use resources, ask further questions, and develop their own answers. (5)</p> | |
| <p>Authenticity The project design has a real-world context, uses real-world processes, tools, and quality standards, makes a real impact, and/or is connected to students' own concerns, interests, and identities. (5)</p> | |
| <p>Student Voice & Choice The project design allows students to make some choices about the products they create, how they work, and how they use their time, guided by the teacher and depending on their age and PBL experience. (5)</p> | |
| <p>Reflection, Critique & Revision The project design provides opportunities for students to reflect on what and how they are learning, and on the project's design and implementation. It includes processes for students to give and receive feedback to revise their ideas and products or conduct further inquiry. (5)</p> | |
| <p>Public Product The project design requires students to demonstrate what they learn by creating an authentic product that is presented or offered to people beyond the classroom. (5)</p> | |
| <p>Presentation of response according to appropriate academic and linguistic conventions (5)</p> | |
| <p>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</p> | |

Lecturer:

Date:

Recommended: /20 (FL PS CR DN HD)

Weighting: 40 %

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

Ref: Buck Institute for Education (BIE), Novato, CA, 2019 <http://www.bie.org/>

UNSW SCHOOL OF EDUCATION

FEEDBACK SHEET ASSESSMENT TASK THREE
EDST 2091 - Digital Literacies in Learning and Teaching

Student Name:

Student No:

Assessment Task 3: Digital portfolio

| SPECIFIC CRITERIA | |
|--|--|
| <p>Understanding of the question or issue and the key concepts involved (5)</p> <ul style="list-style-type: none"> • The ability to use a digital portfolio platform to display the required collection of digital artefacts • The ability to apply theories and research-based information to thinking about technology-integrated learning and teaching • Effective use of the features of the various software programs to integrate content in the created artefacts to support learning including pages on Twitter, Pinterest and Curriculum links • Blog Posts on current issues and resources are relevant and outline teaching and learning application. | |
| <p>Depth of analysis and/or critique in response to the task (10)</p> <p>Digital Story</p> <ul style="list-style-type: none"> • Originality in composition and delivery, evidence of critical thinking skills • Complete and detailed evidence of planning throughout storyboard including sketches, sequencing, pacing, and prompts for script • Content is clearly relevant to learning message is clear • Quality videography, including camera angles, framing, and lighting used add to the overall impact of presentation • Transitions, effects, audio, and edits are appropriate to the subject matter, add to the flow of the video, and do not distract • All sources are cited completely in required format and all copyrighted material, if used, is identified and used with written permission | |
| <p>Familiarity with and relevance of professional and/or research literature used to support response and curriculum connections (7)</p> <ul style="list-style-type: none"> • Presented research presented in the course and/ or read individually in an engaging and relevant way • Ensuring that resources created have a direct connection to curriculum outcomes. • Summarised the main features of the research they presented in an infographic for participants outlining the key points and findings • Outlined their application recommendations for the research. | |
| <p>Structure and organisation of response according to appropriate academic and linguistic conventions (3)</p> <ul style="list-style-type: none"> • Visual impact: layout and sequence of the digital artefacts • Clarity and appropriateness of sentence structure, vocabulary, spelling, punctuation • Correct citations and referencing | |
| GENERAL COMMENTS/ RECOMMENDATIONS | |
| | |

Lecturer: Sandy Phillips

Date:

Recommended: /20 (FL PS CR DN HD)

Weighting: 50%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee**