



UNSW
SYDNEY

Arts & Social Sciences

School of Education

EDST2091
Digital Literacies

Term 1, 2020

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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 people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST2091 Digital Literacies in Learning and Teaching (6 units of credit)
Term 1, 2020

2. STAFF CONTACT DETAILS

Course Coordinator: Sandy Phillips
Email: sandy.phillips@unsw.edu.au
Phone: 0433042408
Availability: Text Me to organise time

3. 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:

- Allowing ways for the student presentations to be a bit more engaging
- A presentation made by students outlining the issues and topics within current academic papers, made in small groups and will refocus delivery from text and PowerPoint to media in its presentation

STUDENT LEARNING OUTCOMES

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

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

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

4. 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.

5. TEACHING STRATEGIES

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

6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic	Tutorial Topic/Activities
1 Week 1 17 Feb	Contemporary Learners and Contemporary learning <ul style="list-style-type: none"> ○ General overview of the course and assessment ○ National Declaration on the Educational Goals for Young Australians ○ Changes and challenges for education in curriculum, technology and pedagogy Exploring Learning Theories and their application in ICT and Digital Technologies including: <ul style="list-style-type: none"> ○ Digital Literacy ○ TPACK ○ SAMR ○ Digital Technologies role in curriculum 	<ul style="list-style-type: none"> ○ Introduce Course and Outline assessment tasks ○ Introduction to Google Suite, its protocols for the Assessment task and organisation for Digital portfolio ○ Introduction to the academic paper library. Digital Portfolio containing <ul style="list-style-type: none"> ○ About me ○ 6 Blog Posts ○ Presentation link (group) ○ WebQuest and PBL Planning and rubric for assessment (Group) ○ Digital Story Video ○ Digital Resources Page Groups organise for Reading assessment
2 Week 2 24 Feb	Assessing of, as and of Learning <ul style="list-style-type: none"> ○ Enquiry-based learning and problem solving: WebQuests ○ Showcasing: digital portfolios ○ Assessment Rubrics ○ Differentiation with technology Assessing digital-based learning <ul style="list-style-type: none"> ○ Assessing digitally based learning ○ Assess 2 digitally based creation: what criteria? Why? ○ Digital Portfolios How? Why? Students Groups discuss and plan academic papers	Assessment Task One Setting up the structure and design for your Professional Digital Portfolio created with the Google Suite - 10% (This is an assessment of technology, organisation, design and problem solving) and Two Blog Posts Assessment undertaken in class. Submission of link for assessment made into Moodle AND Google form. Assessment One Due 28th Feb 10%

<p>3 Week 3 2 Mar</p>	<p>Personalised, Differentiated and Individualised learning</p> <p>What are the differences and how can technologies support these?</p> <p>Supporting Students with special needs</p> <p>Exploring discipline-based opportunities with technologies</p> <p>What is out there? What is available for different disciplines? How can they address curriculum outcomes and how do you integrate the interdisciplinary learning?</p> <p>Introduction to Project Based Learning using technology</p> <p>Students Groups present academic papers</p>	<ul style="list-style-type: none"> ○ Assessment one 0- Digital Portfolio feedback ○ Explore 100 Most used tools for Educators ○ Introduction to Assessment two – Webquest Project based Learning Planning tools ○ Plan your group WebQuest ○ Investigate 5 P's and Project on a Page (PoP) document
<p>4 Week 4 9 Mar</p>	<p>Creating with the latest technology tools What is it you want your students to do?</p> <ul style="list-style-type: none"> ○ Literacy - Digital storytelling ○ Visualising learning - creating videos podcasts ○ Curriculum links and assessment <p>Student created presentation of tools and how they would use them with their students.</p> <p>Students Groups present academic papers</p>	<p>Designing Learning</p> <p>All things WebQuest – Bringing together the TPACK for student learning</p> <p>What tools? 5Ps and PoP (see moodle) Curriculum links Student tasks and engagement Assessment</p>
<p>5 Week 5 16 Mar</p>	<p>Developing Learning Resources moving from using to creating</p> <p>What are you asking your students to do? Choosing the right tools for the right learning.</p>	<ul style="list-style-type: none"> ○ Familiarise with latest tools ○ How do you make them collaborative? <p>100 Most used tools – Annual survey c4lpt.co.uk/top100tools/</p> <ul style="list-style-type: none"> ○ Plan and create digital story including a rubric

<p>6 Week 6 23 Mar</p>	<p>“In their hands” – Students ‘Digital Story Telling - Making films</p> <p>Creating II:</p> <ul style="list-style-type: none"> ○ Web 2.0 (Social and collaborative tools) e.g. Wikis, Blogs, VoiceThread, Facebook, YouTube (video on uploading), online forums etc for collaborative and project work. ○ Collaboration tools and techniques 	<ul style="list-style-type: none"> ○ Explore digital story tool on your computer/laptop/tablet ○ Explore Prezi/ Google Suite (if not already familiar with it) ○ Explore screencast software. ○ Join Twitter or PLN <p>Watch Flipped Classroom videos for homework – come ready for discussion in the next class</p> <p>Designing your Digital Story</p> <p style="text-align: center;">Assessment Two WebQuest Due 27th March</p>
<p>7 Week 7 30 Mar</p>	<p>Opportunities for professional connections Flipped Classroom</p> <p style="text-align: center;">Students Groups present academic papers</p>	
<p>8 Week 8 6 Apr</p>	<p>Digital Technologies Curriculum What is it? Where does it fit in the curriculum? How is it different to Digital Literacies?</p> <p style="text-align: center;">Students Groups present academic papers</p>	<p>Hands on with Digital Technologies What is in the “New” Mandatory Curriculum for NSW? Who is going to teach it? How can it integrate in your teaching and learning?</p>
<p>Easter Break – No Class Week 9 13 April</p>		
<p>9 Week 10 20 April</p>	<p>Legal Responsibilities and Department / School Policies</p> <ul style="list-style-type: none"> ○ Cyberbullying and safety ○ Ethical, copyright issues <p style="text-align: center;">Students Groups present academic papers</p>	<ul style="list-style-type: none"> ○ Exercise and discussion on cyber safety and copyright issues. ○ Explore Creative Commons ○ Work on your WebQuest. Re-assessing WebQuests discussion questions
<p>10 Week 11 27 April</p>	<p>Making connections - Global Projects</p> <ul style="list-style-type: none"> ○ For students –Projects which support global connections. <ul style="list-style-type: none"> ▪ Explore Virtual Conferencing tools <p>Discussion on Future considerations http://www.nmc.org/nmc-horizon/</p>	<ul style="list-style-type: none"> ○ Investigation and discussion around assessment for learning ○ Work on Digital Portfolio ○ Assessment of Course undertaken in session. <p style="text-align: center;">Assessment Three Completed Digital Portfolio Due 3rd May 2020</p>

7. RESOURCES

Required Readings

Journal articles in Google Drive. Link posted on UNSW Moodle.

Recommended Readings and Viewing NMC Horizon Report > K-12 Edition

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

<https://library.educause.edu/resources/2018/8/2018-nmc-horizon-report>

2018 Report <https://library.educause.edu/~media/files/library/2018/8/2018horizonreport.pdf>

Can We Teach Digital Natives Digital Literacy?

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

Do Schools Kill Creativity? – Ted Talk Sir Ken Robinson

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

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

The New Basics, April 2016

An analysis of 4.2 million job ads revealed that since 2012 the demand for digital skills has increased by more than 200%, critical thinking by more than 150%, and creativity by more than 60% and presentation skills by 25%.

These are the New Basics that entrants to the economy already require, that employers will pay more for and which will be essential into the future. But are our young people ready?

<https://www.fya.org.au/our-research/>

The Melbourne Declaration on Educational Goals for Young Australians (MCEETYA, 2008) provides the policy framework for the Australian Curriculum.

http://www.curriculum.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf

NSW Education Standards Authority

Familiarise yourself with your curriculum area and the

<https://educationstandards.nsw.edu.au/wps/portal/nesa/home>

Information and Communication Technology (ICT) Capability - ACARA

In the Australian Curriculum, students develop Information and Communication Technology (ICT) capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school and in their lives beyond school.

<https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/information-and-communication-technology-ict-capability/>

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	AITSL Standards	Due Date
Assessment Task 1 Digital Portfolio planning and set up	600 words equivalent	10%	1, 2	2.6, 3.4	Friday 28/02/2020 By 5.00pm
Assessment Task 2 (group) Project Based Learning WebQuest	1500 words equivalent each member	30%	1, 2, 4	1.1, 1.2, 1.5, 2.1,2.2, 2.3,.2.6, 3.4, 4.5, 5.1	Friday 27/03/2020 By 5.00pm
Assessment Task 3 Completed Digital Portfolio	3600 words equivalent	60%	1, 2, 3, 4	1.1, 1.2, 1.5, 2.1,2.2, 2.6, 3.4, 4.5	Monday 04/05/2020 By 5.00pm

Submission of assessments

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle (Turnitin) by 5pm. 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.

<https://education.arts.unsw.edu.au/students/courses/course-outlines/>

Assessment Details

The URL of your Google site will be submitted for all 3 assessment tasks through Turnitin via the Course Moodle.

Assessment Task 1: [10%]

Assessment Task One - Your Professional Digital Portfolio 10%

Developed in Class – With instructions delivered - Week One
How to videos/ documents

Your Professional Digital Portfolio will be created using The Google Drive Tools

<https://www.google.com/drive/> connected via a Google site <https://sites.google.com/>

You will be required to set up a Gmail account **using your university email** address.

G-suite is a free version available to use the tools provided within Google Suite for Education. These tools are available and well used in NSW Government Schools and schools around the world. The choice of this suite is to provide authentic tools to prepare for teaching.

Assessment criteria

- Your capacity to create the “Website” for your Professional Digital Portfolio. (Google Site)
- including both posts and pages within the tutorial. Privacy will be set to *Private* but you will be required to share the link with me

Your portfolio will have:

- A professional name (your choice)
 - A URL with your student number
 - A creative design (Hint: select a design and check it on your mobile phone)
- 7 pages created for hosting the differing elements of assessment for the course
(Some will be empty for now in preparation for the terms work)

ALL Pages will be posted to a public audience (eventually)

The pages to be set up:

Home, Opinion, PBL-WebQuest, Digital Story, Reading, Digital Tools

1. Home – About Me (Including image)
 - You will write a professional introduction about yourself to the Education Community.
2. Opinion
 - You will post 1 opinion piece based on a pre-course reading or video (200-300 words)
 - 4 further written tasks will be required throughout the course
3. PBL- Webquest (to be embedded later)
4. Digital Story (to be embedded later)
5. Reading For your presentation which will feature also an Assessment / Questionnaire (Form)
6. Planning
7. Digital Tools

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.

Assessment Task 2 (Collaborative task): [30%]

Project Based Learning (PBL) WebQuest -

Construct a WebQuest, in your discipline area with a partner or group of 3

You will be required to complete a Project on a Page (POP) outlining your planning for your WebQuest design and delivery. This template will be provided in class and in the EDST Moodle.

A WebQuest is an inquiry-oriented activity where most if not all of the information used by learners is drawn from the web. WebQuests are designed to (i) make effective use of learners' time by focusing on using information rather than looking for it and (ii) support learners to analyse and synthesize a solution to a problem, hence developing higher order thinking skills. Your task is to collaborate with another student in the same discipline as you to create a WebQuest that you could use for teaching secondary students in your professional practice round or in the future when you qualify as a teacher. You will be shown how to build a WebQuest in week 3 and examples will be provided.

The choice of the platform to host your WebQuest is entirely up to you.

Examples will be provided in the lectures.

Note: You will only get one mark for this assignment i.e. both you and your partner will receive the same mark. Collaboration in this project will be a feature.

Task 3: Complete a digital portfolio to include the digitally based tasks set for this course [60%]

You will complete all requirements. The design of this assessment is to complete the assessment tasks across the course itself. Time will be allocated within class to undertake these tasks and support provided.

Digital Portfolio. A digital portfolio is a digital record of evidence of achievement over a period of time. The evidence may include text, images, blog entries, hyperlinks and multimedia materials e.g. video recordings. The creation of evidence requires students to reflect on their own learning, leading to more awareness of their own strengths and weaknesses. A big advantage of digital portfolios, particularly those placed online, over paper-based portfolios is that they can be maintained, revised and built on over the course of a person's learning or career.

Task 3 is an individual task where you are required to build a digital portfolio over the course of this elective. As you will be introduced to a variety of educational tools, you will be required to make use of them to compile a set of evidence that demonstrates your ability to use them innovatively in planning digitally-supported teaching and learning that will cater for a range of abilities. Hence it would be beneficial, although not compulsory, to stick with a topic and design digitally based activities or artefacts for it.

Your digital portfolio will contain the artifacts listed below, with a focus on integrating content in your discipline area.

The resources created will have "learners" as the audience (both teachers and students) so the voice will be appropriate for both.

The platform for your completed digital portfolio is your Google site and the completed tasks will be on the pages constructed in Assessment One.

1. **Home** – About Me (Including image)
 - i. You will write a professional introduction about yourself to the Education Community. (Completed Assessment 1)
2. **Opinion**
 - i. 5 completed opinion pieces will be created and your Twitter Postings will be presented on this page. (Completed each week)
3. **PBL- WebQuest**
 - i. Completed Assessment 2 (with planning and the POP)
4. **Digital Story**

You will plan, create and host online a digital story **OR** a video of about 4 minutes that deliver content on a topic for flipping the classroom practice. The audience for this will be learners. It

will be hosted on a public site e.g. Vimeo, YouTube or a site of your choosing with global access.
Supporting this will be evidence of planning and storyboarding and clear identification of the educational outcomes addressed and learning intent.

5. Reading

You and a team will present to class one of the recommended research papers. You will also feature also an assessment / questionnaire (Form) or quiz to use in your presentation. The presentation is to feature no more than 20 words per slide. Students are encouraged to use images, diagrams and other resources as an alternative to text and not to read from notes or their presentation.

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

Presentation of research paper (group of 2 or 3 task) 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?

6. Planning

Presenting a Planned Learning Sequence around your specialised subject area. The unit should include authentic use of digital resources and technologies, present open ended and creative tasks for students, differentiated options and include evaluation tasks both concepts and skills with links to curriculum.

Various planning units will be presented in tutorials as will direction to curriculum. (No more than a single A3 Planner)

Students will be able to choose from the templates provided.

This planned unit can support the digital resources presented as part of this portfolio including the Digital Story of the PBL- WebQuest.

7. Digital Tools

Glossary of at least 20 digital tools you could use in your teaching and how and why you would use them.

A collaborative Google Slide made in class by all students will also be embedded on this page.

Name of tool and website (if any)	Description of what it does (no more than 2 sentences)	How I would use it (no more than 2 sentences)
Padlet https://padlet.com/	Make boards, documents, and webpages that are easy to read and simple to support collaboration.	Pre- and post (formative) assessment of students' knowledge around a particular topic. Brainstorm and organize ideas.

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST2091 DIGITAL LITERACIES

Student Name:

Student No.:

Assessment Task: Creation of Professional Digital Portfolio

SPECIFIC CRITERIA	(-) -----> (+)				
Understanding of the question or issue and the key concepts involved (2) <ul style="list-style-type: none"> Demonstrated evidence of the creation and presentation of a layout for learners that is intuitive, easy to navigate and engaging. 					
Depth of analysis and/or critique in response to the task (2) <ul style="list-style-type: none"> Appropriate introduction to the Education Community using professional language and images. Appreciation of audience in response to language and knowledge around cloud-based sharing and privacy. 					
Familiarity with and relevance of professional and/or research literature used to support response and curriculum links. (2) <ul style="list-style-type: none"> Opinion piece based on reading presented within the portfolio is appropriate in tone and offers a reflection but also an opinion and application for learning for themselves and others. 					
Structure and organisation of response (2) <ul style="list-style-type: none"> Layout and presentation of the Google Site including ease in navigation, working links, use of images and text and overall visual appeal. 					
Presentation of response according to appropriate academic and linguistic conventions (2) <ul style="list-style-type: none"> Clarity and appropriateness of sentence structure, vocabulary, spelling, punctuation 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer:

Date:

Recommended: /10 (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
 EDST2091 DIGITAL LITERACIES

Student Name:

Student No.:

Assessment Task: Collaborative task: WebQuest

SPECIFIC CRITERIA	(-) -----> (+)				
Understanding of the question or issue and the key concepts involved (4) <ul style="list-style-type: none"> • Clarity and relevance of the question and/or problem to be solved • Effective use of the key components of a WebQuest 					
Depth of analysis and/or critique in response to the task (8) <ul style="list-style-type: none"> • Project on a Page (PoP) planning page • Authenticity of the quest and engagement level • Adequacy of the background information • Creativity in using expertise or roles • Adequacy in the use of the web • Does the task/problem promote higher order thinking skills • Clarity of assessment criteria for the WebQuest • Understanding and critical use of the features of the platform (software) for a useful purpose and the effectiveness in integrating the content • Assessment Rubric • Quality of advice for teachers 					
Familiarity with and relevance of professional and/or research literature used to support response and curriculum links. (2) <ul style="list-style-type: none"> • Clear presentation of the learning outcomes as presented in the New South Wales (NESA) Curriculum and the ICT Capabilities of the Australian Curriculum 					
Structure and organisation of response (3) <ul style="list-style-type: none"> • Layout and presentation of the WebQuest including ease in navigation, working links, use of images and text and overall visual appeal 					
Presentation of response according to appropriate academic and linguistic conventions (3) <ul style="list-style-type: none"> • Clarity and appropriateness of sentence structure, vocabulary, spelling, punctuation 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer:

Date:

Recommended: /20 (FL PS CR DN HD)

Weighting: 30%

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UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST2091 DIGITAL LITERACIES

Student Name:
Assessment Task 3: Digital portfolio

Student No:

SPECIFIC CRITERIA	(-) -----> (+)				
Understanding of the question or issue and the key concepts involved (2) <ul style="list-style-type: none"> The ability to apply theories and research-based information to thinking about technology-integrated learning and teaching as demonstrated in the Digital Tools described and their application for learning Modelling the effective use of the features of the various software tools and programs to support learning 					
Depth of analysis and/or critique in response to the task (7) <ul style="list-style-type: none"> Planning, storyboarding and creation of an informative and engaging Digital Story which clearly aligns with curriculum, and provides students with information and next steps to support their learning. The film must be made using digital tools, will have appropriate edits and sound quality. It will feature an introduction outlining the purpose of the video and learning intent and conclude with next steps for student learning 					
Familiarity with and relevance of professional and/or research literature used to support response and curriculum connections (7) <ul style="list-style-type: none"> Evidence of curriculum planning knowledge, including authentic use of digital resources and technologies and creative and challenging learning will be presented in the Planned Learning Sequence Making links to research presented in the course and/ or read individually and ensuring that resources created, and opinions written have a direct connection to curriculum outcomes and classroom application as presented in the additional 4 Opinion Writings and screen shot of postings on Twitter. 					
Structure and organisation of response (2) <ul style="list-style-type: none"> The ability to use a digital portfolio platform to display a collection of digital artefacts Visual impact: layout and sequence of the digital artefacts and essay including the Reading Presentation delivered in class and presented in the portfolio. 					
Presentation of response according to appropriate academic and linguistic conventions (2) <ul style="list-style-type: none"> Clarity and appropriateness of sentence structure, vocabulary, spelling, punctuation Correct citations and referencing 					
GENERAL COMMENTS/RECOMMENDATIONS					

Lecturer:

Date:

Recommended: /20 (FL PS CR DN HD)

Weighting: 60%

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