

EDUC2181: Managing the Learning Environment

Callaghan and Ourimbah
Semester 1 - 2024



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

This course includes the use of SimSchool, online website classroom simulation to develop teaching skills and understandings.

OVERVIEW

Course Description

This course is focused on developing students' knowledge and understanding in the field of student learning, encompassing the topics of: managing the student learning environment (including classroom management); inclusivity, especially that related to Aboriginal and Torres Strait Islander students and issues of diversity; and transformative pedagogies. These topics are explicitly connected to contemporary school settings across all key learning areas. This course provides a lead-in to the first and second secondary practicums, EDUC2196 and EDUC3196.

During this course, students reflect and critically engage with the NSW Quality Teaching model as a professional learning tool, demonstrate an understanding of the principles, policies and practices for establishing and maintaining a productive learning environment; and promote equity in classrooms through inclusive education.

A key focus is on gathering evidence aligned with the Australian Institute for Teaching School Leadership (AITSL) standards to demonstrate a coherent understanding of all elements of the profession, apply frameworks for understanding and interpreting classroom management, inclusive education and core concepts of transformative pedagogies.

Requisites

For students who commenced in the program in 2016 onwards, enrolment in this course is dependent on successful completion of the teacher education admission milestone:

- Three HSC band 5s (including one in English) or
- 80 units of UON courses or
- Regulatory authority approved comparable pathways.

To enrol in this course students must:

- be active in one of the following programs:
 - Bachelor of Education Studies [12266], or
 - Bachelor of Teaching (Humanities) (Honours) [12368], or
 - Bachelor of Teaching (Fine Art) (Honours) [12369], or
 - Bachelor of Teaching (Health and Physical Education) (Honours) [12370], or
 - Bachelor of Teaching (Mathematics) (Honours) [12371],
- or
- Bachelor of Teaching (Science) (Honours) [12372], or
 - Bachelor of Teaching (Technology) (Honours) [12373], or
 - Bachelor of Education (Secondary) [40107], or
 - Bachelor of Education (Secondary) (Honours) [40108]

You cannot enrol in this course if you have successfully completed EDUC2195.

COURSE OUTLINE

www.newcastle.edu.au
CRICOS Provider 00109J

Contact Hours	Integrated Learning Session Face to Face On Campus 2 hour(s) per Week for 1 Week starting Week 13 Student presentation week Lecture Face to Face On-Campus (recorded) 1 hour(s) per Week for 13 Weeks Tutorial Face to Face On Campus 1 hour(s) per Week for 12 Weeks
Unit Weighting	10
Workload	Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10-unit course.

CONTACTS

Course Coordinator	Callaghan and Ourimbah Nate Rutherford nate.rutherford@newcastle.edu.au Consultation: email is best method to contact for potential consultation
Teaching Staff	Other teaching staff will be advised on the course Canvas site.
School Office	School of Education V Building Callaghan Education@newcastle.edu.au +61 2 4921 6428 School of Education HO1.43 Humanities Building Ourimbah Education@newcastle.edu.au +61 2 4349 4962 / 4934

SYLLABUS

Course Content	<ul style="list-style-type: none">- Demonstrate an understanding of the principles, policies, and practices for establishing and maintaining a productive learning environment- Managing the learning environment - praxis and nexus- Apply frameworks for understanding and interpreting professional practice, particularly through classroom management, inclusive education and core concepts of transformative pedagogies.- Promote equity in classrooms through inclusive education.
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**Course Learning
Outcomes**

On successful completion of this course, students will be able to:

1. Apply frameworks for understanding and interpreting professional practice, particularly through classroom management, inclusive education and core concepts of transformative pedagogies;
2. Reflect and critically engage with the NSW Quality Teaching model as a professional learning tool;
3. Demonstrate an understanding of the principles, policies, and practices for establishing and maintaining a productive learning environment; and
4. Promote equity in classrooms through inclusive education.

Course Materials

Lecture Materials:

- Lecture materials will be posted on Canvas prior to lectures and recorded lecture uploaded.

Required Reading:

- Readings and tutorial tasks will be provided on Canvas.

Required Text:

McDonald, T. (2019) Classroom Management: Engaging Students in Learning.
Melbourne: Oxford Press

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	26 Feb	Introduction to Course and requirements. What is a positive learning environment?	What sort of teacher do I want to be and why? McDonald Chapter 1	
2	4 Feb	Classroom Management: Evolution and Debate	Introduction to theories and theorists McDonald Chapter 1	
3	11 Mar	Classroom Management: Praxis	Porter's Power Continuum and Classroom Power Dynamics McDonald Chapter 3 Lyons Chapter 2	AT1: Pre-tutorial 3
4	18 Mar	Planning for learning	Taking a position on theory Working on the Position Statement McDonald Chapters 2 & 4	AT1: Pre-tutorial 4
5	25 Mar	Interventions and Positive Communication	Working on the Position Statement and Quality Teaching Model McDonald Chapter 8 QTM Discussion Paper	AT1: Pre-tutorial 5
6	1 Mar	Classroom Organisation: The teacher as learning leader	Classroom Practices and Interventions Questioning and Explaining McDonald Chapter 5	AT1: Pre-tutorial 6
7	8 Apr	SimSchool: Using simulation to become a teacher	SimSchool module McDonald Chapter 6	AT1: Pre-tutorial 7
Mid Term Break				
Mid Term Break AT1: Position Statement Essay + simSchool module and reflection due April 28th				
8	29 Apr	Policy and Practice: Diversity and disabilities in Education	Reasonable adjustments and de-escalation McDonald Chapter 5	
9	6 May	Teaching with indigenous knowledge and Inclusive pedagogies for ATSI education.	Cultural competency, teaching and connecting with Indigenous students.in a diverse classroom McDonald Chapter 5 Marsh Chapter 12	
10	13 May	Bullying and the impact on individuals and communities.	Positive relationships and anti-bullying strategies. McDonald Chapter 7	
11	20 May	Gender and sexuality; safe schools	Inclusive Scenarios/activities. McDonald Chapter 7	
12	27 May	Ethnically and culturally diverse classrooms enacting inclusive practice	Inclusion for all students: Connecting with a diverse student population and incorporating in teaching and learning. McDonald Chapter 7	
13	3 June	Course reflections: Becoming a teacher	Group presentations	AT2: Project
Examination Period				
Examination Period				

ASSESSMENTS

This course has 2 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Essay/simSchool /Written Assignments 60%	Weekly pre-tutorial tasks As per learning schedule. Position Statement Essay + simSchool module and reflection due: 28th April	Individual	60%	1, 3, 4
2	Project 40%	Group presentation: Week 13	Combination	40%	2, 3, 4

Late Submissions The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

Assessment 1 - Essay/simSchool/Written Assignments 60%

Assessment Type Written Assignments/online module.

Description Part A (20 marks- 20%):
The purpose of this assignment is to integrate the knowledge and understandings of the course content and to deepen conceptual understandings and application to practice. This assignment has a number of parts.

1.Students will undertake a number of short analytical responses to tasks related to course content and share them via CANVAS and in tutorial attendance (2 marks per task/tutorial) = (10 marks – 10%). Completing a simSchool module and reflection (2 marks per class/reflection = 10 marks – 10%).

Part B: (50 marks- 40%)
2.Students are also required to prepare a scaffolded initial position statement essay that articulates their planned personal approach to managing the classroom (1500-2000 words).

This work calls students to draw on the materials and readings provided in lectures and tutorials to develop a preferred theoretical framework or frameworks and explain how it/ they will be used to develop and implement strategies to create and manage effective and productive learning environments. Students will be asked to reflect on their position statement in relation to the Quality Teaching Model. Adherence to academic writing conventions are an expectation of all work in this course. The position statement must be referenced correctly using APA 7 style.(50 marks)

Weighting 60%

Due Date Weekly pre-tutorial tasks
As per learning schedule.

Position Statement essay + simSchool module and reflection due Sunday 28th **April at 23:59.**

Submission Method Online
Most assessment tasks are to be submitted through Canvas
Weekly pre-tutorial submissions are to be posted to the appropriate tutorial discussion board before the start of timetabled tutorial.
The Position Statement essay is to be submitted through Canvas assignment portal.
SimSchool module and reflection completed through simSchool website platform.

Assessment Criteria See assessment rubrics on Canvas

*Articulation of a Clear Classroom Management Position Statement.

A clear position statement is articulated which portrays beliefs and thought about the role of the teacher in the schooling and nature of effective learning environments.

*Demonstrated application of theory to inform the development of the position statement. The position statement draws on both course content and a range of readings / references. Evidence is provided of critical reflection upon the readings used.

*Demonstration of the proposed application of the position statement to classroom practice. Consideration must be provided of possible strategies / procedures that will be used in the classroom. Strategies / procedures must be aligned with the theoretical position statement and with the Quality Teaching Model.

Return Method Online
Feedback Provided Online

Assessment 2 - Project 40%

Assessment Type Project, 40 marks- 40%

Description The purpose of this assignment is to provide students with the opportunity to form a group of 3 and select a specific topic covered in course, It requires the group to research and demonstrate their understanding of inclusive practice and the practical implications of managing the learning environments. . The groups will present this to the class in Week 13 (40

Weighting 40%

Length Ten-minute group presentation

Due Date Group presentation: **Week 13 (week beginning the 3rd June).**

Submission Method In Class: the group presentation is to be done in tutorial time as per Week 13.

Assessment Criteria

Return Method Online
Feedback Provided Online

ADDITIONAL INFORMATION

Grading Scheme This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

*Skills are those identified for the purposes of assessment task(s).

Attendance	<p>Attendance/participation will be recorded in the following components:</p> <ul style="list-style-type: none">- Lecture (Method of recording: Lectures are vital for developing understanding of course material, achievement of learning outcomes and success in assessment. The lectures will be presented in person and recorded.)- Tutorial (Method of recording: Tutorials are the means by which students engage with the learning in this course. Attendance will be recorded by student sign-in.) <p>Students are strongly advised to attend classes in order to fully achieve the course objectives. Please note that 10 marks of the task 1 are allocated to responses that are shared in the tutorial sessions.</p>
Communication Methods	<p>Communication methods used in this course include:</p> <ul style="list-style-type: none">- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.- Email: Students will receive communications via their student email account.- Face to Face: Communication will be provided via face to face meetings or supervision. <p>Students will be expected to post their work to discussion boards on Canvas..</p>
Course Evaluation	<p>Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.</p>
Oral Interviews (Vivas)	<p>As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the Oral Examination (viva) Procedure. In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the Student Conduct Rule.</p>
Academic Misconduct	<p>All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. Please see the Student Academic Integrity Policy for more information.</p>
Adverse Circumstances	<p>The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:</p> <ol style="list-style-type: none">1. the assessment item is a major assessment item; or2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;3. you are requesting a change of placement; or4. the course has a compulsory attendance requirement. <p>Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure.</p>
Important Policy Information	<p>The 'HELP for Students' tab in UoNline contains important information that all students should be familiar with, including various systems, policies and procedures.</p>

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.

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Criteria	Developing 0--2.5	Basic 2.5-5	Satisfactory 5-7	Proficient 7-8.5	Exemplary 8.5-10	Mark
<p>Analysis and evaluation of the key elements of at least three theories that support your approach to classroom management.</p> <p>(Suggested length – 350 - 450 words)</p>	<p>At least three chosen theories are identified, and their characteristics are described in a limited way.</p> <p>There is little or no evidence of theoretical frameworks having contributed to the development of the position statement.</p> <p>No evidence of support from academic references correctly cited in APA 7 style.</p>	<p>At least three chosen theories are identified, and their characteristics are accurately described.</p> <p>There is limited analysis of how the chosen theoretical frameworks have contributed to the development of the position statement. The response is largely descriptive.</p> <p>Limited support from academic references correctly cited in APA 7 style.</p>	<p>At least three chosen theories are identified, accurately described, and satisfactorily analysed. Some evaluation is present in responses placed at the top end of this mark band.</p> <p>Uses some of the chosen theoretical frameworks to show how and analyse why those frameworks support the position.</p> <p>Satisfactorily supported by a few different academic references correctly cited in APA 7 style.</p>	<p>At least three chosen theories are identified, accurately described, analysed clearly and in detail, and evaluated</p> <p>Provides an evaluation of how and why the chosen theoretical frameworks support the position. Consistent evaluation is a feature of responses placed at the top end of this mark band</p> <p>Well supported by a range of different academic references correctly cited in APA 7 style.</p>	<p>At least three chosen theories are identified, accurately described, analysed clearly and in detail, and critically evaluated. .</p> <p>Provides a sustained critical evaluation. and integration of how and why the chosen theoretical frameworks support the position.</p> <p>Thoroughly supported by a wide range of different academic references correctly cited in APA 7 style.</p>	
<p>Explains beliefs and assumptions about how children learn and why they behave the way they do at high school.</p> <p>(Suggested length – 250 - 350 words)</p>	<p>Makes a general statement about how children learn and why they behave the way they do.</p> <p>The statement is very limited in its focus, may be purely anecdotal, lacks evidence and does not provide reasons for the conclusions it draws.</p> <p>The statement is not supported by academic</p>	<p>Identifies some of the factors that influence how children learn and describes some reasons why they behave the way they do.</p> <p>The response is largely narrative and descriptive.</p> <p>There is limited support for the points made in the statement from academic references correctly cited in APA 7 style.</p>	<p>An attempt is made to explain how children learn and why they behave the way they do.</p> <p>Parts of the explanation may be more like a description and/or may lack evidential support and/or lack clarity.</p> <p>Satisfactorily supported by a few different academic references correctly cited in APA 7 style.</p>	<p>How children learn and why they behave the way they do is clearly identified, analysed, and logically explained.</p> <p>The explanation demonstrates a clear understanding of the relationship between how children learn and how they behave at school; why that relationship exists, and the implications it has for teaching practice and classroom management.</p> <p>The explanation is well supported by a range of different academic</p>	<p>How children learn and why they behave the way they do is clearly identified, analysed, and logically and thoroughly explained.</p> <p>The explanation is comprehensive and demonstrates a deep understanding of the relationship between how children learn and how they behave at school; why that relationship exists, and the implications it has for teaching practice and classroom management.</p> <p>The explanation is well supported by a wide range of different academic</p>	

	references correctly cited in APA 7 style.			references correctly cited in APA 7 style.	references correctly cited in APA 7 style.	
<p>Examines the role of the teacher in creating a positive learning environment (PLE).</p> <p>(Suggested length – 250 - 350 words)</p>	<p>No definition of a PLE or a definition that is not sourced from an academic reference and is not correctly cited in APA 7 style.</p> <p>Makes a statement about the role of the teacher in facilitating the creation of a positive learning environment.</p> <p>The statement is very limited, anecdotal and lacks evidence.</p> <p>Not supported by academic references correctly cited in APA 7 style. .</p>	<p>A limited definition of a PLE that is sourced from an academic reference, but which may not be correctly cited in APA 7 style.</p> <p>Limited identification/ description of some elements of the role of the teacher in facilitating the creation of a positive learning environment.</p> <p>The identification/description may be largely anecdotal.</p> <p>Limited support from academic references correctly cited in APA 7 style. .</p>	<p>A satisfactory definition of a PLE sourced from an academic reference correctly cited in APA 7 style.</p> <p>Parts of the examination of the teacher’s role may be more like a description and/or may lack evidential support and/or lack clarity.</p> <p>An examination with some analysis and academic support is necessary to access the top end of this mark band.</p> <p>Satisfactorily supported by a few different academic references correctly cited in APA 7 style. .</p>	<p>A clear and appropriate definition of a PLE sourced from an academic reference, correctly cited in APA 7 style.</p> <p>The role of the teacher in facilitating the creation of a positive learning environment is clearly analysed and examined.</p> <p>The analysis and examination are supported by specific evidence and demonstrate a clear understanding.</p> <p>Well supported by a range of different academic references correctly cited in APA 7 style. .</p>	<p>A clear and appropriate definition of a PLE sourced from an academic reference, correctly cited in APA 7 style.</p> <p>The role of the teacher in facilitating the creation of a positive learning environment is clearly and thoroughly analysed and examined.</p> <p>The analysis and examination are comprehensive and demonstrates a deep understanding.</p> <p>Thoroughly supported by a wide range of different academic references correctly cited in APA 7 style. .</p>	
<p>Application of the position statement to classroom practice in diverse high school and student settings.</p>	<p>Makes a general statement or statements about how the previously stated theoretical position can be applied in the classroom.</p> <p>Classroom teaching and learning strategies are vague, generalised and/or not aligned with the previously stated</p>	<p>Identifies some elements of how the previously stated theoretical position can be applied in the classroom.</p> <p>A few specific classroom teaching and learning strategies are identified and aligned with the previously stated</p>	<p>Some attempt to describe and explain how the previously stated theoretical position can be applied in the classroom.</p> <p>A range of specific classroom teaching and learning strategies are identified and aligned with the previously stated</p>	<p>A clear explanation of how the theoretical position can be applied in the classroom.</p> <p>A variety of specific classroom teaching and learning strategies are identified, applied, and aligned with the previously stated theoretical position statement.</p>	<p>explanation of how the theoretical position can be applied in the classroom.</p> <p>A variety of specific classroom teaching and learning strategies are identified, applied, evaluated, and aligned with the previously stated theoretical position statement.</p>	

<p>(Suggested length – 350 - 450 words) .</p>	<p>theoretical position statement. Not supported by academic references correctly cited in APA 7 style.</p>	<p>theoretical position statement. Limited support from academic references correctly cited in APA 7 style.</p>	<p>theoretical position statement. Satisfactorily supported by a few different academic references correctly cited in APA 7 style.</p>	<p>Well supported by a range of different academic references correctly cited in APA 7 style.</p>	<p>Thoroughly supported by a wide range of different academic references correctly cited in APA 7 style.</p>
<p>Explanation of the ways in which some elements of the Quality Teaching Model (QTM) align with the position statement in practice. (Suggested length – 300 - 400 words)</p>	<p>Makes some general comments about the ways some elements of the Quality Teaching Model align with the previously stated theoretical position statement. Demonstrates little understanding of the QTM and its practical application. Not supported by academic references correctly cited in APA 7 style.</p>	<p>Identifies and describes the ways some elements of the Quality Teaching Model align with the previously stated theoretical position statement. Demonstrates basic understanding of the QTM and its practical application. Limited support from academic references correctly cited in APA 7 style. .</p>	<p>Some attempt to explain how and why some elements of the Quality Teaching Model align with the previously stated theoretical position statement. May be mostly descriptive at the lower end of the mark band. Demonstrates some understanding of the QTM and its practical application. Satisfactorily supported by a few different academic references correctly cited in APA 7 style.</p>	<p>A sound explanation of how and why some elements of the Quality Teaching Model align with the previously stated theoretical position statement. Demonstrates clear understanding of the QTM and its practical application. Well supported by a range of different academic references correctly cited in APA 7 style.</p>	<p>A comprehensive explanation of how and why some elements of the Quality Teaching Model align with the previously stated theoretical position statement. Demonstrates a deep understanding of the QTM and its practical application. Thoroughly supported by a wide range of different academic references correctly cited in APA 7 style.</p>

EDUC 2181 Assessment 2 Group Project

Names of team members: _____

Topic: _____

Criteria	Developing 0-2.5	Basic 2.5-5	Satisfactory 5-7	Proficient 7-8.5	Exemplary 8.5-10	Mark
<p>The presentation demonstrates deep knowledge and understanding of the chosen Inclusion topic and undertakes a critical reflection and evaluation.</p>	<p>The presentation is superficial displaying insufficient information and research on the chosen topic.</p> <p>Does not demonstrate deep knowledge or understanding.</p> <p>Critical reflection and/or evaluation are not evident.</p>	<p>The presentation is basic displaying some fundamental information and evidence of elementary research on the chosen topic.</p> <p>Demonstrates basic knowledge or understanding.</p> <p>Critical reflection and/or evaluation are limited.</p>	<p>The presentation is satisfactory displaying some detailed information and research on the chosen topic, but it may lack sufficient information or research in some parts.</p> <p>Presentation may demonstrate deep knowledge and understanding but not consistently.</p> <p>Some attempt is made to critically reflect and/or evaluate the chosen topic or issue.</p>	<p>The presentation is clearly detailed with specific, relevant information and evidence of detailed, thorough research on the chosen topic.</p> <p>Presentation consistently demonstrates deep knowledge and understanding.</p> <p>Undertakes a degree of critical reflection and evaluation of the issue, topic, or theory.</p>	<p>The presentation is thoroughly detailed with specific relevant information and evidence of wide ranging, comprehensive research on the chosen topic.</p> <p>The presentation consistently demonstrates deep and insightful knowledge and understanding.</p> <p>Comprehensive, insightful and undertakes a sustained critical reflection and evaluation.</p>	
<p>The presentation applies and synthesises knowledge of the chosen topic to issues and/or scenarios relevant and applicable to the classroom, the school context, and the wider community.</p>	<p>Issues/scenarios are not/minimally presented.</p> <p>Issues/scenarios are not/minimally relevant and applicable to the classroom, school context and wider community.</p> <p>No synthesising is evident in the presentation.</p>	<p>Issues/scenarios are basically presented.</p> <p>Issues/scenarios are somewhat relevant and applicable to the classroom, school context and wider community.</p> <p>Basic/limited synthesising is evident in the presentation.</p>	<p>Issues/scenarios are satisfactorily presented.</p> <p>Issues/scenarios are relevant and applicable to the classroom, school context and wider community.</p> <p>Satisfactory synthesising is evident but may not be consistent throughout the presentation.</p>	<p>Issues/scenarios are well presented.</p> <p>Issues/scenarios are specifically relevant/applicable to the classroom, school context and wider community.</p> <p>Consistent synthesising is evident throughout the presentation.</p>	<p>Issues/scenarios are exceptionally presented.</p> <p>Issues/scenarios are specifically and highly relevant/applicable to the classroom, school context and wider community.</p> <p>Consistent and thorough synthesising is evident throughout the presentation.</p>	

EDUC 2181 Assessment 2 Group Project

Names of team members: _____

Topic: _____

<p>The presentation contains clear explanations, and a logical structure, utilising relevant academic sources and research, cited and referenced accurately using APA 7 style.</p>	<p>Explanations are unclear and/or incomplete and lack structure and cohesion.</p> <p>Not supported by accurately cited academic references.</p> <p>Incorrect application of APA 7.</p>	<p>Explanations are often unclear and/or incomplete but do have a basic structure and some cohesion.</p> <p>Limited support from a few accurately cited academic references.</p> <p>Significant errors in the application of APA 7.</p>	<p>Explanations lack consistency in quality and clarity, but the presentation has an identifiable structure and cohesion.</p> <p>Satisfactorily supported by several appropriate and accurately cited academic references.</p> <p>Minor errors in the application of APA 7.</p>	<p>Explanations are clear, consistent, and detailed with a cohesive and logical structure.</p> <p>Well supported by a range of appropriate, different, and accurately cited academic references.</p> <p>Very minor errors in the application of APA 7.</p>	<p>The presentation has a clear, cohesive, and logical structure. Explanations are clear, wide ranging in scope, and comprehensive.</p> <p>Thoroughly supported by a wide range of appropriate, different, and accurately cited academic references.</p> <p>No errors in the application of APA 7.</p>	
<p>The presentation is well prepared, utilizing an appropriate ICT platform and skills, and delivered to the audience in a confident and engaging manner.</p>	<p>All of the presentation and/or group members are unprepared. The presentation lacks quality and does not flow well, or meet the standards expected from a pre-service teacher.</p> <p>ICT format is poorly created, lacks detail, and has very little to no ICT skills/features.</p> <p>Reads all of their presentation notes/slides of their presentation with either none or very little active engagement with the audience through voice modulation and tone, eye contact, active body language and open positioning.</p>	<p>Most of the presentation and/or group members are basically prepared. The presentation is often disjointed, does not always flow well, but does meet some of the standards expected from a pre-service teacher.</p> <p>ICT format is basically created, with basic detail and limited ICT skills/features.</p> <p>Reads most of their presentation notes/slides of their presentation with limited audience engagement through voice modulation and tone, eye contact, active body language and open positioning.</p>	<p>The presentation and/or group members are satisfactorily prepared. The presentation shows some unity. It flows and adequately meets the standards expected of a pre-service teacher.</p> <p>ICT format is satisfactorily created, with satisfactory detail and sound ICT skills/features.</p> <p>Reads some of their presentation notes/slides. May be somewhat inconsistent in their use of clear voice modulation and tone, eye contact, active body language and open positioning to engage the audience.</p>	<p>The presentation and/or group members are well prepared. The presentation shows strong unity and quality. It flows cohesively and meets the standards of a pre-service teacher.</p> <p>ICT format is well created, detailed and with proficient ICT skills/features.</p> <p>Delivers the presentation with occasional reading of their presentation notes/slides. Uses clear voice modulation and tone, consistent eye contact, active body language and open body positioning most of the time.</p>	<p>The presentation and/or group members are thoroughly prepared. The presentation is of high-quality, flows effectively and cohesively, and exceeds the standards expected of a pre-service teacher.</p> <p>ICT format is exceptionally created, detailed and with high-quality ICT skills/features.</p> <p>Delivers the presentation with either none or very little reading of presentation notes/slides. Uses clear voice modulation and tone, consistent eye contact, active body language and open body positioning throughout the presentation.</p>	
						/40