

## EDUC4800: Education in Global Perspective: Issues for Australian teachers

Online

Semester 1 - 2024



THE UNIVERSITY OF  
NEWCASTLE  
AUSTRALIA

## OVERVIEW

### Course Description

This course is designed to prepare teachers to successfully work in diverse learning environments in Australia and abroad and to prepare for leadership roles in education policy and governance. It introduces pre-service teachers to global issues in education with a focus on initiatives for diversity, equity, and innovation. Students will acquire a socio-historical and comparative understanding about the global expansion of mass education and contemporary challenges related to transnational flows of people, ideas, and resources. They will increase their knowledge about diverse geographical and political world regions, and accompanying educational traditions. Through project-based tasks, students will acquire an in-depth knowledge about education in a country of their choice. In addition, they will develop the skills and capacity to use different kinds of educational data for comparative analyses of international education policy and practice.

### Requisites

Students must be active in one of:  
B Arts / B Laws (Honours) [12340]  
B Arts [40096]  
B Music / B Arts [40120]  
B Arts / B Innovations and Entrepreneurship [40124]  
B Arts / B Laws (Honours) [40150]  
B Arts / B Science [40168]  
B Music/ B Arts [40207]  
M Teaching (Secondary) [11715]  
B Teaching (Primary) / B Arts [12215]  
B Teaching (Primary) (Honours) [12367]  
B Teaching (Humanities) (Hons) [12368]  
B Teaching (Fine Art)(Honours) [12369]  
B Teach(Hlth & Phys Ed) (Hons) [12370]  
B Teach (Mathematics) (Hons) [12371]  
B Teaching (Science) (Honours) [12372]  
B Teach (Technology) (Hons) [12373]  
B Education (EC/Prim) [40105]  
B Education (Primary) [40106]  
B Education (Secondary) [40107]  
B Education (Secondary) (Hons) [40108]  
B Education (EC/Prim) (Hons) [40109]  
B Education (Primary) (Hons) [40110]

AND

Enrolment in this course is also dependent on meeting the teacher education admission milestone of successful completion of

- Three HSC band 5s (including one in English) or
- 80 units of UoN courses or
- Regulatory authority approved comparable pathways or
- Commencement in the program pre-2016

### Assumed Knowledge

Minimum of 160 units of undergraduate study

# COURSE OUTLINE

[www.newcastle.edu.au](http://www.newcastle.edu.au)

CRICOS Provider 00109J

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<b>Contact Hours</b>	<b>Online Activity</b> 2 hour(s) per Week for Full Term
<b>Unit Weighting</b>	10
<b>Workload</b>	Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

## CONTACTS

<b>Course Coordinator</b>	Dr Nisha Thapliyal <a href="mailto:Nisha.Thapliyal@newcastle.edu.au">Nisha.Thapliyal@newcastle.edu.au</a> (02) 49215648 Consultation: appointments at Callaghan campus or online using Zoom. Please schedule a time via email
<b>Teaching Staff</b>	Other teaching staff will be advised on the course Canvas site.
<b>School Office</b>	<b>School of Education</b> VG30, V Building Callaghan <a href="mailto:Education@newcastle.edu.au">Education@newcastle.edu.au</a> +61 2 4921 6428

## SYLLABUS

<b>Course Content</b>	The course is organized around the following topical areas: <ol style="list-style-type: none"><li>1. History of the emergence and expansion of mass education in global perspective</li><li>2. Conditions for learning and teaching in a globalized world</li><li>3. Qualitative and quantitative data and indicators used in global and local education policy making</li><li>4. Education traditions rooted in indigenous and non-western cultures</li><li>5. Critical analysis of media representations of education and educators and the impact on education policy and programming</li></ol>
<b>Course Learning Outcomes</b>	<b>On successful completion of this course, students will be able to:</b> <ol style="list-style-type: none"><li>1. Engage with and teach about cultural diversity and equity;</li><li>2. Understand diverse educational systems and practices in historical and cultural context;</li><li>3. Apply different kinds of educational data to research successful international and global initiatives for equity and diversity;</li><li>4. Develop an in-depth case study on educational issue of their choice;</li><li>5. Develop critical media literacy skills to construct informed comparisons between educational contexts in Australia and other countries.</li><li>6. Work collaboratively on a project-based learning task.</li></ol>
<b>Course Materials</b>	Required Texts <ol style="list-style-type: none"><li>1. Mundy, K., Bickmore, K., Hayhoe, R., Madden, M., &amp; Madjidi, K. (2010) (Eds.), <i>Comparative and International Education: Issues for Teachers</i>. New York: Teachers College Press. [E-book available through UON library]</li><li>2. Andreotti, V., Souza, L. (2008). <i>Learning to Read the World through Other Eyes</i>. Derby: Global Education. [PDF on Canvas]</li></ol> <p>A detailed Reading Schedule is provided on Canvas.</p> <p>Links to additional required readings for this course are available in electronic form on the Canvas site and through Online Course Reserves.</p> <p>Please note that because EDUC4800 is online and asynchronous, we do a lot of reading and writing in this course. Guides to the two required texts above have been provided on Canvas by Academic Learning Support to support student engagement.</p>

# SCHEDULE

Week	Week Begins	Topic and Key Concepts	Learning Activity	Assessment Due
1	26 Feb	Module 1 Why think globally?: <ul style="list-style-type: none"> <li>Global – mindedness</li> <li>Critical global citizenship</li> </ul>	Becoming at home in the world	
2	4 Mar		Taking our minds to other places	Task 1 and 2A
3	11 Mar	Module 2 Human Rights and Education <ul style="list-style-type: none"> <li>Teachers Rights and Working Conditions</li> <li>Students Rights, Learning Conditions and Special Groups</li> </ul>	Teaching profession in global perspective	
4	18 Mar		The 4A Approach to Realising the Right to Education	Task 1 and 2A
5	25 Mar	Module 3 Becoming Regional Citizens <ul style="list-style-type: none"> <li>Becoming Asia-literate</li> <li>Becoming Oceania literate</li> </ul>	How well do we know our neighbours in Asia and Oceania?	
6	1 Apr		Education in Asia	Task 1 and 2A
7	8 Apr	Module 4 Global Citizenship Through Indigenous Perspectives	Rights of Nature	
<b>Mid-Term Break</b>				
<b>Mid-Term Break</b>				
8	29 Apr	<ul style="list-style-type: none"> <li>Colonialism and postcolonial development</li> <li>Self-determination and sovereignty</li> </ul>	Environmental justice	Task 1 and 2A
9	6 May	Module 5 Teaching Peace and Nonviolence <ul style="list-style-type: none"> <li>Understanding conflict and war</li> <li>Positive and negative peace</li> </ul>	Types of violence	
10	13 May		Positive and negative peace	
11	20 May	Module 6 Critical Media Literacy for Global Citizenship <ul style="list-style-type: none"> <li>Principles of CML</li> <li>Implications</li> </ul>	Media representations of teachers	
12	27 May		Mediatized humanitarianism	Task 1 and 2A
13	3 Jun			
<b>Examination Period</b>				
<b>Examination Period</b>				

# ASSESSMENTS

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

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Online learning activities	Task 1 Quiz Assessments for every Learning Module should be completed by or before Sunday midnight of that Module	Individual	30%	1, 2
2	Written Critical Reflection	Task 2A (30%) by or before Sunday night of assigned module. Task 2B (20%) @midnight Sunday 7 June	Individual	50%	1, 2, 3, 5
3	Oral presentation	Assigned dates between Week 4 and 12 via Canvas UoNCapture.	Group	20%	2, 3, 4, 6

## 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 - Online learning activities

<b>Assessment Type</b>	Online Learning Activity
<b>Purpose</b>	Online learning activities are designed to support regular reading and engagement with this online course. Student Learning Outcomes/Objectives Assessed: 1, 2, 3, 5.
<b>Description</b>	Task 1 Quiz: You will complete a quiz in every module. Each quiz consists of 10-15 questions based on required readings in the Learning Module. You may attempt the quiz 2 times during the duration of the Module. The quiz will consist of different kinds of questions including multiple choice, fill in the blanks, true/false etc. The questions will focus on areas such as : a) definitions and meanings; b) conceptual debates, and c) key events, actors and institutions that influence global education policy and practice. Please read the assigned text accordingly and make sure you understand the questions before you answer. Please note the required textbook edited by Mundy, Hayhoe et al is electronically available through the online course reserves and the Library Catalogue. Each quiz is worth 10 marks, total weight 30%.
<b>Weighting</b>	30%
<b>Due Date</b>	Assessments for every Learning Module should be completed before Sunday midnight of that module
<b>Submission Method</b>	Online
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online

## Assessment 2 - Written Critical Reflection

<b>Assessment Type</b>	Written Assignment
<b>Purpose</b>	The purpose of these assignments is to demonstrate critical and reflexive engagement with course readings and other materials.  Student Learning Outcomes/Objectives Assessed: 1, 2, 3, 4, 5 and 6.
<b>Description</b>	<p><b>Task 2A:</b> Reading Journal: For this task you will contribute thoughtful reflections written in academic style that demonstrate deep engagement with assigned readings and learning materials in every Module. A Prompt will be provided for each task. High quality submissions will respond directly and completely to the Prompt, demonstrate understanding of relevant course concepts, deep engagement with course readings and other learning materials, as well as academic literacy. Blog length approximately 350-375 words each. Each Blog is worth 10 marks. Total weight 30%.</p> <p>Additional guidelines:</p> <ol style="list-style-type: none"><li>1. Please do not use any quotations in these tasks.</li><li>2. Please draw on the assigned readings in the Module only – unless otherwise indicated in the Blog Prompt.</li><li>3. Please demonstrate APA Style academic citation practice : <a href="https://apastyle.apa.org/style-grammar-guidelines/references/examples">https://apastyle.apa.org/style-grammar-guidelines/references/examples</a></li><li>4. Guides for Academic Reading and Writing provided on Canvas.</li></ol> <p><b>Task 2B Capstone:</b> The objective of this task is to deepen our knowledge and understanding about the complex relationship between Australia and neighbouring nations in order to become informed Regional as well as Global Citizens.</p>

Becoming good regional citizens requires us to understand and respect not only the diverse peoples and cultures that inhabit our (Asia-Pacific) region of the world but also the complex relationship with Australia. We are deeply inter-connected through shared pasts, presents and futures. Throughout the semester, students will be encouraged to deepen their knowledge through focused explorations of cultures and education systems in our neighbouring region. At the end of the semester, students will collect, curate and reflect on their emerging 'story' about a selected migrant group from our region. A list of countries to choose from and a required reading for this task are provided on Canvas. Use the following steps to prepare this task:

1. Select one migrant group from the list provided in Canvas e.g. Sri Lankan Australian;
2. Identify and explore at least 3 and not more than 4 high quality, reliable online resources about this migrant group. They must be a) external to the course (i.e. no required/recommended readings) ; b) relate to early/historical and contemporary/current experiences of this migrant group in Australia; and c) include at least 1 and not more than 2 resources about experiences of this migrant group in the Australian education system (e.g. school/university/tertiary/ English language etc.). These resources can be in a range of media. A list of credible online sources is provided on Canvas.
3. Collect and curate these multi-media resources using Padlet to communicate your emerging or partial 'story' about this group of migrants. Also on Padlet, provide a brief Note which identifies what you consider to be key information for each of the four resources (~50 words each x4 = 200 total max),
4. Critically analyse the information you have presented in Step 3 with support from relevant course concepts and learning materials (including required reading for this task plus at least 3 additional relevant course readings),
5. Using your work in step 4, write a Critical Reflection statement that a) synthesises and analyses the work done in Step 4 (~500 words) and b) your individual learning journey during this assessment – challenges and places of growth (~200 words). Required and other course readings can be used to support both part a) and part b).

Total word length 850-900 words. Total weight 20%. A guide to this assessment is provided on Canvas.

<b>Weighting</b>	40%
<b>Length</b>	Task 2A: Total 2100 words (+/- 10%) Task 2B: Total 900 words (+/- 10%)
<b>Due Date</b>	Task 2A Through Canvas Blog before Sunday midnight of assigned module. Task 2B Sunday 7 June before midnight via Turnitin and Padlet
<b>Submission Method</b>	Online. Assignment will not be marked until all submission requirements are met.
<b>Assessment Criteria</b>	Marking Rubrics are provided on Canvas.
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online

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## Assessment 3 - Oral presentation

**Assessment Type** Presentation

**Purpose** The purpose of this assignment is to develop your ability to work collaboratively and to engage with academic research related to contemporary global issues discussed in this course.

Student Learning Outcomes/Objectives Assessed: 1, 2, 3, 4, and 6

**Description** Between Week 4 and 12, students will work in groups to prepare and upload an oral, video presentation which analyses a scholarly/research-informed podcast related to assigned chapters from the required textbook by Mundy, Hayhoe et al. The analysis will also be supported by additional relevant course readings.

Recording video presentation: Students will record their group presentation using tools such as Zoom or UoN capture with support from UoNline and guides provided on Canvas. Please DO NOT use Google to record the presentation. For academic integrity reasons, all group members should be clearly visible and named in the video. Videos will be uploaded via Canvas Panopto. To complete this task in your groups, please use the following steps:

1. Form a group of 2 or 3 people and select a presentation topic, reading and date from the list provided on Canvas. Then select a relevant podcast from the scholarly/academic Podcasts listed on Canvas including but not limited to FreshEd with Will Brehm.
2. Nominate one group member to complete the self-sign up process in Canvas groups (including dates, names of group members and weblinks to selected podcasts) by or before the end of Week 4.
3. Discuss and prepare an oral video presentation which includes the following components:
  - Rationale: Why did you choose this education topic? What was your prior knowledge on this topic- from which sources?;
  - Focus: Which key ideas and findings in the podcast will the presentation discuss? Identify and analyse at least 3.
  - Connections to required course text: Identify and discuss at least 3 connections to the assigned chapter from Mundy, Hayhoe et al.
  - Connections to additional course learning materials: Identify and discuss connections to at least 3 additional relevant learning materials from any module in this course e.g. readings, videos etc.
  - Relevance to community of practice : How would you communicate the relevance of this research to your community of practice e.g. ECE, primary or secondary teachers?
5. Confirm that your analysis meets all the requirements of the rubric. Check that there is no repetition throughout the presentation.
6. Record and share your analysis in the form of a group video which can be 12-15 minutes in duration. For academic integrity reasons, all group members should be clearly visible and named in the video. Group members should have approximately equal amounts of presentation time.
7. Nominate one group member to a) upload the video recording to the folder created for this purpose on Canvas Panopto and b) email CC with any documents used during the presentation e.g. if students are reading from a script/notes of some kind (handwritten or typed). Please note a powerpoint is not required.
8. Complete and submit the Individual Confirmation Checklist on Canvas when you submit your video recording to confirm you contributed:
  - (1) at least one podcast for group members to select from;
  - (2) at least one concept for the analysis;
  - (3) at least one hour for group discussion and preparation of the presentation;
  - (4) at least half-an-hour for recording of the presentation.A student who is unable to indicate that they have performed adequately in their role will have 5 marks per item removed from the final mark awarded to the presentation.

A guide is provided on Canvas. Please also remember that group or collaborative learning activities are important elements of the learning process for global educators. In a professional context, you will always be required to work as part of a team. When used effectively, group work supports deep engagement with course content as well as the development of a professional work ethic. Please maintain regular, timely communication and professional conduct with your team members at all times using Canvas groups, Facebook, or Google docs etc. Please hold each other accountable in respectful ways. If there is a conflict in the team that you are unable to resolve, it is the responsibility of group members to notify the course coordinator in a timely manner well ahead of the scheduled presentation.

<b>Weighting</b>	20%
<b>Length</b>	12 to 15 minutes (+/- 10%)
<b>Due Date</b>	Before midnight on assigned date between Week 4 and Week 12 via Canvas UoNCapture.
<b>Submission Method</b>	Online. Assignment will not be marked until all submission requirements described above are met.
<b>Assessment Criteria</b>	Marking Rubrics are provided on Canvas
<b>Return Method</b>	Online
<b>Feedback Provided</b>	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).

### Communication Methods

Communication methods used in this course include:

- 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.

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<b>Course Evaluation</b>	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. In addition, the Course Coordinator collects qualitative anonymous feedback from students during the face-to-face component of the course about their specific interests and concerns. All of this feedback informs the annual revision and updating of the course.
<b>Oral Interviews (Vivas)</b>	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 <a href="#">Oral Examination (viva) Procedure</a> . 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 <a href="#">Student Conduct Rule</a> .
<b>Academic Misconduct</b>	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. See the <a href="#">Student Academic Integrity Policy</a> for more information.
<b>Adverse Circumstances</b>	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: <ol style="list-style-type: none"><li>1. the assessment item is a major assessment item; or</li><li>2. 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;</li><li>3. you are requesting a change of placement; or</li><li>4. the course has a compulsory attendance requirement.</li></ol> Before applying you must refer to the <a href="#">Adverse Circumstance Affecting Assessment Items Procedure</a> .
<b>Important Policy Information</b>	The 'HELP for Students' tab in UoNline contains important information that all students should be familiar with, including various systems, policies and procedures.

*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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## EDUC4800 Assessment 2A Marking Rubric

CRITERIA	Working Well Beyond	Working Beyond	Working At	Working Towards
	<b>4</b>	<b>3</b>	<b>2-1</b>	<b>0.5</b>
<b>Identification and discussion of relevant course concepts</b>	Relevant course concepts have been identified and discussed a high level. Understanding also demonstrated through connections to personal experience and educational philosophy	Relevant concepts and readings have been identified and described a high level. Understanding also demonstrated through connections to personal experience and educational philosophy	Some relevant concepts and readings have been identified and described adequately.	Relevant concepts and readings not identified.
	<b>3</b>	<b>2.5</b>	<b>2-1</b>	<b>0</b>
<b>Use of examples from course readings for support discussion</b>	Use of examples from relevant high-level course readings demonstrates deep comprehension and analysis.	Use of examples from relevant high-level course readings demonstrates adequate comprehension and reflection	Examples provided from some relevant course readings and other module materials but relevance unclear and uneven.	No examples or irrelevant provided from course readings or other learning materials in module
	<b>1.5</b>	<b>1</b>	<b>0.5</b>	<b>0.5</b>
<b>Complete response to prompt (e.g. assigned reading, minimum number of readings, self-reflection etc.)</b>	All requirements detailed in prompt met.	Most requirements met.	One requirement met.	requirements met.
<b>Academic literacy</b>	Error free expression and correct intext and reference APA citation practice	Minor error or series of writing errors that do not impede overall clarity. Most sources are correctly cited.	Major errors in grammar, punctuation, sentence structure that impede flow of expression. Very few sources clearly indicated and correctly cited	Academic literacy not demonstrated.
<b>Total /10</b>				

### EDUC4800 Assessment 2B Capstone Rubric

CRITERIA	STANDARDS	MARK
<p><b>PRESENTATION OF INFORMATION ON PADLET</b></p> <p>The resources selected and summarised for the curation of the Padlet demonstrated thoughtful and informed research using credible sources.</p> <p>Notes accompanying each resource provide clear and concise explanation of what was learned.</p> <p>Taken together, the story curated on Padlet communicates a thoughtful effort to develop a situated and complex (internal diversity, multiple migration routes and roots) of the selected migrant group. The story is complex and engages with multiple dimensions (e.g. positive and negative aspects) of the migrant experience.</p> <p>Minimum requirements:                      -At least 3 and not more than 4 relevant and credible online resources selected for Padlet.                      - At least 1 resource each about <u>historical/early</u> and <u>contemporary/current day</u> experiences of group                      -Includes <u>at least 1 and not more than 2</u> resources about experiences of this migrant group in the Australian education system (e.g. school/university/tertiary/ English language etc.) education.</p>	<input type="checkbox"/> Working Well Beyond <input type="checkbox"/> Working Beyond <input type="checkbox"/> Working At <input type="checkbox"/> Working Towards <input type="checkbox"/> Working Below	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
<p><b>REFLECTION STATEMENT : CRITICAL ANALYSIS USING REQUIRED READING</b></p> <p>Selected resources are critically analysed with support from the <u>required reading</u> for this task. Relevant course concepts are clearly identified and applied to the analysis.</p>	<input type="checkbox"/> Working Well Beyond <input type="checkbox"/> Working Beyond <input type="checkbox"/> Working At <input type="checkbox"/> Working Towards <input type="checkbox"/> Working Below	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
<p><b>REFLECTION STATEMENT: CRITICAL ANALYSIS USING ADDITIONAL COURSE READINGS</b></p> <p>Selected resources are critically analysed with support from <u>at least 3</u> additional relevant course readings. Relevant course concepts are clearly identified and applied to the analysis.</p>	<input type="checkbox"/> Working Well Beyond <input type="checkbox"/> Working Beyond <input type="checkbox"/> Working At <input type="checkbox"/> Working Towards <input type="checkbox"/> Working Below	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
<p><b>REFLECTION STATEMENT: REFLECTION ON PERSONAL LEARNING JOURNEY</b></p> <p>Clear and concise individual/ personal critical reflection (e.g. as an ECE/primary/secondary teacher) about the challenges you experienced during this assessment. Clear and explicit examples provided to demonstrate shifts in self-awareness (e.g. beliefs/perceptions, knowledge etc.) with support from relevant course readings.</p>	<input type="checkbox"/> Working Well Beyond <input type="checkbox"/> Working Beyond <input type="checkbox"/> Working At <input type="checkbox"/> Working Towards <input type="checkbox"/> Working Below	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
<p><b>ADDITIONAL COMMENTS:</b></p>	<p><b>TOTAL: /20</b></p>	

### EDUC4800 Assessment Three: Oral Video Group Presentation

Group Members:

Learning Module:

Selected Podcast Title and Link:

Assigned Reading from Mundy, Hayhoe et al:

Criteria	Working Above	Working At	Working Below
<b>Rationale for selection:</b> Clear and concise explanation of how and why the podcast was selected. What was your prior knowledge on this topic and how did it inform the selection?	2	1	0.5
<b>Focus of presentation:</b> Identification and explanation of <u>at least 3</u> key ideas and/or arguments in the podcast which are the focus of the presentation. Do not summarise the entire podcast.	4	3-2	1
<b>Connections to required course text:</b> Clear and concise identification and discussion of <u>at least 3</u> relevant key concepts/arguments in the assigned chapter from Mundy, Hayhoe et al. clearly identified. Presentation demonstrates high level complex discussion and application of these concepts rather than description or summary.	5	4-3	2-1
<b>Connections to additional course learning materials:</b> Clear and concise identification and discussion of <u>at least 3</u> relevant key concepts/arguments from <u>additional</u> relevant learning materials from any module in this course e.g. readings, videos etc. Presentation demonstrates high level complex discussion and application of these concepts rather than description or summary.	5	4-3	2-1
<b>Relevance to Community of Practice:</b> Clear, specific and thoughtful explanation of <u>at least 2</u> issues/research findings discussed in the podcast which would benefit your community in terms of educational philosophy and/or pedagogy/teaching practice i.e. Australian student teachers and teachers.	4	3-2	1
<b>Total : /20</b>			