

**EDUC6038: ICT in Education**

Online

Semester 1 - 2024



## OVERVIEW

**Course Description** Provides an introduction to the main usage of ICT in education. It is designed to introduce students to the various types of ICT usage frameworks, and examine the ways in which ICT can be used to support and extend student learning. Attention is also given to the integration of theory and practice, in particular, the application of research findings to ICT usage in education.

**Contact Hours** **Online**  
**Integrated Learning Session**  
Online  
2 hour(s) per Week for Full Term

**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.

# COURSE OUTLINE

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# CONTACTS

**Course Coordinator** Mr Andrew Lyell  
[Andrew.Lyell@newcastle.edu.au](mailto:Andrew.Lyell@newcastle.edu.au)  
(02) 4921 5862  
Consultation: please email for an appointment

**School Office** **School of Education**  
VG30, V Building  
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# SYLLABUS

**Course Content** The following list indicates indicative course content:

- Frameworks for Understanding ICT in Education
- ICT Focused Curriculum, Pedagogy & Assessment
- Authentic Learning; History of ICT in Education
- The Digital Education Revolution
- Motivation and Learning
- Technology and Engagement
- Introduction to Instructional Design Models

**Course Learning Outcomes** **On successful completion of this course, students will be able to:**

1. Gain a broad overview of the use of ICT;
2. Understand the place of ICT in modern educational contexts; and
3. Apply Instructional design models in relation to ICT to educational contexts.

**Course Materials** **Recommended Reading:**

- As advised in the canvas site

# SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	26 Feb	Course Introduction Introduction to ICT	Online lecture and discussion	
2	4 Mar	Introduction to ICT	Online lecture and discussion	
3	11 Mar	Role of Digital Technologies in Education – Current and emerging technologies	Online activities	AT2A – 11.59pm 15 <sup>th</sup> March
4	18 Mar	Role of Digital Technologies in Education – Case studies of effective use	Online activities	
5	25 Mar	Digital Pedagogies – TPACK and SAMR (plus others)	Online lecture and discussion Preparation for AT1	
6	1 Apr	Digital Pedagogies and Assessment	Online activity – Developing a Unit of work	
7	8 Apr	Digital Pedagogies and Assessment	Online activity – Developing a Unit of work	AT1 – 11.59pm 12 <sup>th</sup> April
<b>Mid-Term Break</b>				
<b>Mid-Term break</b>				
8	29 Apr	Motivation and Learning with ICTs	ICT skill building exercises Online discussion – Assessment of ICT tools	
9	6 May	Motivation and Learning with ICTs	ICT skill building exercises Online discussion – Assessment of ICT tools	AT2B – 11.59pm 10 <sup>th</sup> May
10	13 May	Motivation and Learning with ICTs	ICT skill building exercises Online discussion – Assessment of ICT tools Preparation for AT2C	
11	20 May	ICT research issues	Online discussion Preparation for AT3	AT2C – 11.59pm 24 <sup>th</sup> May
12	27 May	ICT Research issues	Online discussion	
13	3 Jun	Course review Managing technology in a school environment	Online discussion	AT3 – 11.59pm 7 <sup>th</sup> June
<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	Essays/Written Assignments	11.59pm Friday 12 <sup>th</sup> April 2024	Individual	40%	1, 2
2	Online Projects	Part A: 11.59pm Friday 15 <sup>th</sup> March 2024 Part B: 11.59pm Friday 10 <sup>th</sup> May 2024 Part C: 11.59pm Tuesday 24 <sup>th</sup> May 2024	Group	20%	1, 2
3	Projects	11.59pm Friday 7 <sup>th</sup> June 2024	Individual	40%	2, 3

## 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.

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## Assessment 1 - Essay/Written Assignment

<b>Assessment Type</b>	Written Assignment
<b>Purpose</b>	Assessment of Student Learning Outcomes
<b>Description</b>	Prepare a briefing paper which outlines a suitable method of thinking about / implementing ICT within your educational context. To do this you will select one (or more) of the frameworks or systems for thinking about or planning for ICT usage that have been explored in the course so far (eg SAMR, TPACK etc- you may also use other systems that you find in your own reading). The paper that you prepare for your context should explain the framework, discuss its strengths and weaknesses, and provide an overview on its suitability for your context.
<b>Weighting</b>	40%
<b>Length</b>	Length ( $\pm 10\%$ ): 1500 words.
<b>Due Date</b>	11.59pm Friday 12 <sup>th</sup> April 2024
<b>Submission Method</b>	Online. This Assessment is to be submitted through the Turnitin Portal in the Assessment section of the Canvas site for the course.
<b>Assessment Criteria</b>	All assignments in this course will be assessed on factors such as understanding of key issues, coherence of argument or discussion, correct use of appropriate reference material, synthesis and analysis evident in response, and demonstration of critical thought.  Please refer to the rubric on the Canvas site for additional details.
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online

## Assessment 2 - Online Projects

<b>Assessment Type</b>	Online Learning Activity
<b>Purpose</b>	Assessment of Student Learning Outcomes
<b>Description</b>	This assignment has three parts. All three parts must be completed.  Part A: Post a brief introduction of yourself (position, interests etc) to the Canvas Website - introduction section  Part B: Participate in a specific online discussion via the Canvas Discussion forum. The topic for this on-line discussion will be outlined on Canvas.  Part C: Contribute to the online discussion on the course "Topics" in the Canvas Website- (Topics forum). Please note that there are weekly discussion topics that you will need to read material for and contribute to throughout the course.  Additional details of the discussion topics and requirements for participation will be posted online. Note: that the discussions will NOT require you to be "online" at a specific time- rather that you contribute prior to the specific date.
<b>Weighting</b>	20%
<b>Length</b>	As required (see details on canvas)
<b>Due Date</b>	Part A: 11.59pm Friday 15 <sup>th</sup> March 2024 Part B: 11.59pm Friday 10 <sup>th</sup> May 2024 Part C: 11.59pm Tuesday 24 <sup>th</sup> May 2024

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**Submission Method** Online. The tasks here are completed in the discussion forum section of the canvas site.

**Assessment Criteria** All assignments in this course will be assessed on factors such as understanding of key issues, coherence of argument or discussion, correct use of appropriate reference material, synthesis and analysis evident in response, and demonstration of critical thought. Please look at the information on online contributions and the rubric on Canvas early in the semester.

Please refer to the rubric on the canvas site for additional details.

**Return Method** Online

**Feedback Provided** Online

## Assessment 3 - Project

**Assessment Type** Project

**Purpose** Assessment of Student Learning Outcomes

**Description** This task has two parts. Both parts should be completed.

**Part A:** Develop a unit of work (series of learning activities) for a group of students within a specific educational context. You should ensure that the unit includes a significant ICT component:

Please submit:

- a) an overview of the structure of the whole unit,
  - b) Detail on at least two of the specific lessons (activities), and
  - c) details on how you will assess the student learning.
- (500 words)

**Part B:** Write a reflection on the unit of work you have created. Discuss the rationale for employing the particular approaches to sequencing, tasks, and assessment in light of your reading on ICT in Education. (1000 words)

**Weighting** 40%

**Length** 2000 words

**Due Date** 11.59pm Friday 7th June 2024

**Submission Method** Online. This assessment is to be submitted through the Turnitin Portal in the Assessment section of the canvas site for the course.

**Assessment Criteria** All assignments in this course will be assessed on factors such as understanding of key issues, coherence of argument or discussion, correct use of appropriate reference material, synthesis and analysis evident in response, and demonstration of critical thought.

Please refer to the rubric on the Canvas site for additional details.

**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).

## 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.
- Zoom or MS Teams meetings

## Course Evaluation

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. Students may be asked to complete an additional online survey which relates specifically to the online components of this course

## Oral Interviews (Vivas)

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](#).

## Academic Misconduct

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.

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**Adverse  
Circumstances**

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:

1. the assessment item is a major assessment item; or
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;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the [Adverse Circumstance Affecting Assessment Items Procedure](#).

**Important Policy  
Information**

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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# EDUC6038 Assignment 1: marking rubric

## Essay: Implementing ICT in an Educational context

Student name:

### Assignment 1 (40 marks)

#### UNDERSTANDING: Demonstrated understanding of key issues involved in the essay

<input type="checkbox"/> The material provides little or no evidence that the response has been crafted to address the issues (relating to ICT models TPACK, SAMR etc) implied in the task.	<input type="checkbox"/> The material provides some evidence that the response has been crafted to address the issues implied in the task. There has been an attempt to define key terms (relating to ICT models TPACK, SAMR etc) and some important issues have been identified and addressed.	<input type="checkbox"/> The material provides solid evidence that the response has been crafted to address the issues implied in the task. There has been a successful attempt to define key terms (relating to ICT models TPACK, SAMR etc), and important issues have been identified and competently addressed.	<input type="checkbox"/> The material provides strong evidence that the response has been crafted to address the issues implied in the task. There has been a successful attempt to define and classify key terms (relating to ICT models TPACK, SAMR etc), and important issues have been identified and systematically addressed.	<input type="checkbox"/> The material provides very strong evidence that the response has been crafted to address the issues implied in the task. The terms relating to ICT models (TPACK, SAMR etc) have been clearly defined and classified. All important issues have been identified and comprehensively addressed.	
<b>0 – 1 mark</b>	<b>4-5 marks</b>	<b>6-7 marks</b>	<b>8 marks</b>	<b>9-10 marks</b>	<b>/10</b>

#### COHERENCE: Coherence of argument or discussion

<input type="checkbox"/> The argument has little or no coherence. The presentation has no meaningful discussion or systematic approach to the question/topic set.	<input type="checkbox"/> The assignment has presented various points relating to strengths and weaknesses of the chosen ICT model which are loosely connected. There are often useful individual points, however the argument is not well developed.	<input type="checkbox"/> The assignment has presented various points relating to strengths and weaknesses of the chosen ICT model which are well connected. There are often useful individual points, and a clear argument has been developed.	<input type="checkbox"/> The assignment has presented various points relating to strengths and weaknesses of the chosen ICT model which are very well connected and systematically presented. The useful individual points have been combined well to present a cohesive response to the question asked/task set.	<input type="checkbox"/> The assignment has presented a series of points relating to strengths and weaknesses of the chosen ICT model which are extremely well connected and systematically and often thematically presented. These have been combined to present a highly developed response to the question asked/task set.	
<b>0 – 4 marks</b>	<b>4-5 marks</b>	<b>6-7 marks</b>	<b>8 marks</b>	<b>9-10 marks</b>	<b>/10</b>

#### SYNTHESIS: Synthesis and analysis of appropriate material evident in response

<input type="checkbox"/> The material presented shows little evidence of identification of appropriate external material. There is no attempt to analyse or explore alternative positions on the topic or bring together diverse views.	<input type="checkbox"/> The material presented shows some evidence of identification of appropriate external material. The work has made preliminary attempts to analyse or explore alternative positions on the topic and/or bring together diverse views.	<input type="checkbox"/> The material presented shows considerable evidence of identification of appropriate external material. The work has presented and/or explored alternative positions on the topic and has made attempts to bring together diverse views.	<input type="checkbox"/> The material presented shows considerable evidence of systematic identification and appropriate use of diverse external material. The work has presented and/or explored alternative positions on the topic and has attempted to resolve or juxtapose these positions.	<input type="checkbox"/> The material presented has systematic identification and appropriately used a diverse range of external material. The work has presented and/or explored alternative positions on the topic and has juxtapose these positions with reference to wider educational research.	
<b>0 – 1 mark</b>	<b>2 marks</b>	<b>3 marks</b>	<b>4 marks</b>	<b>5 marks</b>	<b>/5</b>



**CRITICAL THOUGHT: Demonstration of critical thought**

<input type="checkbox"/> The work has few indications that the topic has been considered in a wider educational context. Discussion of the suitability of the chosen model has been very poorly addressed or not considered at all.	<input type="checkbox"/> The work has made preliminary attempts to consider the task/question in a wider educational context. Discussion of the suitability of the chosen model has been poorly addressed.	<input type="checkbox"/> The work has made substantial attempts to consider the task/question in a wider educational context. Discussion of the suitability of the chosen model has been satisfactorily addressed.	<input type="checkbox"/> The work has made comprehensive attempts to consider the task/question in a wider educational context. Discussion of the suitability of the chosen model has been well addressed.	<input type="checkbox"/> The work has made comprehensive and systemic links between the task/question and wider educational contexts. Discussion of the suitability of the chosen model has been systematically addressed.	
<b>0 - 4 marks</b>	<b>4-5 marks</b>	<b>6-7 marks</b>	<b>8 marks</b>	<b>9-10 marks</b>	<b>/10</b>

**REFERENCING: Correct use of appropriate reference material and expression**

<input type="checkbox"/> There is little or no evidence of the use of APA 7th referencing, and material has been poorly or inappropriately referenced. There are frequent issues with the spelling and/or expression within the work.	<input type="checkbox"/> The material has attempted to use APA 7th referencing, but the material contains numerous spelling and grammatical errors. Expression is poor throughout.	<input type="checkbox"/> The material has generally used APA 7th referencing correctly and the material is mostly free from spelling and grammatical errors. Expression is satisfactory throughout.	<input type="checkbox"/> The material has consistently used APA 7 <sup>th</sup> referencing and the material is well expressed. The material presented is largely free from spelling and grammatical errors and has included a wide variety of appropriately referenced support for the arguments presented	<input type="checkbox"/> The material has expertly used APA 7th referencing and the material is excellently expressed. The material presented is free from spelling and grammatical errors and has included a diverse and very comprehensive range of referenced support for the arguments presented.	
<b>0 - 1 mark</b>	<b>2 marks</b>	<b>3 marks</b>	<b>4 marks</b>	<b>5 marks</b>	<b>/5</b>

**Assignment 1 MARK /40**

**EDUC6038 Assignment 2: marking rubric**

**Student name:**

**Online Projects**

**Assignment 2 (20 marks)**

**TASK COMPLETION**

<input type="checkbox"/> Tasks not completed or not partially completed. Posts, if submitted, are of extremely poor quality and lack detail.	<input type="checkbox"/> Tasks not completed in a timely fashion or only partially completed. Posts lack coherence and in some instances are poorly written. Additional reference material is either not relevant or not included.	<input type="checkbox"/> All set tasks completed and completed in a timely manner. Posts are quite coherent and mostly well written and supported (where appropriate) with relevant reference material.	<input type="checkbox"/> All set tasks completed and completed in a timely manner. Additional/ optional tasks or contributions also completed. Posts are very coherent and well written and supported (where appropriate) with very relevant reference material.	<input type="checkbox"/> All set tasks completed in a timely manner. Additional/ optional tasks or contributions also completed. Tasks sequenced and completed in a timely manner that maximized opportunities for interaction. Posts are extremely coherent and very well written and supported (where appropriate) with highly relevant reference material.	
<b>0 – 1 mark</b>	<b>2 marks</b>	<b>3 marks</b>	<b>4 marks</b>	<b>5 marks</b>	<b>/5</b>

**POSITIVE CONTRIBUTION**

<input type="checkbox"/> Little or no positive contribution to discussion.	<input type="checkbox"/> Contribution is minimal. Posts will typically be made in isolation; Posts are often made in response to the set questions with no attempt to engage with the options of other posters within the section. Posts don't encourage further critical thought.	<input type="checkbox"/> Evidence of interaction contribution to discussions. Posts have attempted to engage with previous or subsequent posts and encourage further discussion and critical thought.	<input type="checkbox"/> Evidence of reflective and interactive contribution to discussions. Posts have engaged with previous and/or subsequent posts and encouraged further discussion and critical thought.	<input type="checkbox"/> Evidence of systematic reflective and interaction contribution to discussions. Posts have consistently engaged with previous and/or subsequent posts and encouraged further discussion and critical thought.	
<b>0 – 1 mark</b>	<b>2 marks</b>	<b>3 marks</b>	<b>4 marks</b>	<b>5 marks</b>	<b>/5</b>

**SUPPORTIVE POSTS**

<input type="checkbox"/> Little or no support for or interaction with other members of the group. Inappropriate comments or discouraging posts.	<input type="checkbox"/> Some support for or interaction with other members of the group. Posts in this area are often of the "Yes, I agree with the previous post" type without identifying the rationale for this outcome. Some positive contributions made, and appropriate "netiquette" observed.	<input type="checkbox"/> Posts are consistently supportive of fellow class members and use appropriate "netiquette".	<input type="checkbox"/> Posts are consistently supportive of fellow class members and use appropriate "netiquette". The level of support encourages further contribution and contributed to a safe and encouraging learning space.	<input type="checkbox"/> Posts are consistently positive and support of fellow class members and use appropriate "netiquette". The level of support encourages further contribution and actively contributes to a safe and encouraging learning space.	
<b>0 – 1 mark</b>	<b>2 marks</b>	<b>3 marks</b>	<b>4 marks</b>	<b>5 marks</b>	<b>/5</b>

**DEMONSTRATE LEADERSHIP**

Posts have no leadership dimensions. The post contribute little to the direction or development of the discussion, and do not help to set the direction of the discussion.

**0 - 1 mark**

Posts have some leadership dimensions. The posts make some contributions to the direction or development of the discussion. The post will rarely help the set the direction of the discussion though.

**2 marks**

Posts demonstrate leadership in the discussions and assists with guiding and focusing the discussion. The posts will often make useful suggestions on alternative pathways for exploration in the material, or summarize salient points emerging in the tread.

**3 marks**

Posts consistently demonstrate leadership in discussion and provide guidance to and focus within the discussion. The posts will sometimes make suggestions or utilize strategies which lead to alternative pathways for exploration of the material of concepts.

**4 marks**

Posts display outstanding leadership dimensions. The posts systematically contribute to the development of the discussion. The posts will frequently make suggestions or utilize strategies which lead to alternative pathways for positive exploration of the material or concepts.

**5 marks**

**/5**

**Assignment 2 MARK**

**/20**

# EDUC6038 Assignment 3: marking rubric

**Projects: Unit of work and Reflection**

**Student name:**

## Assignment 3 (40 marks)

### LESSON OVERVIEW AND PLAN

<input type="checkbox"/> The material provided is of very poor quality or not included	<input type="checkbox"/> The material provides some evidence that the response has been crafted to address the issues implied in the task. The Overview and Lesson plans lack detail in parts and include mostly relevant ICT based activities. Not all of these are considered to be engaging.	<input type="checkbox"/> The material provides significant evidence that the response has been crafted to address the issues implied in the task. The Overview and Lesson plans are quite detailed and include mostly relevant and engaging ICT based activities.	<input type="checkbox"/> The material provides strong evidence that the response has been crafted to address the issues implied in the task. The Overview and Lesson plans are very detailed and include very relevant and engaging ICT based activities.	<input type="checkbox"/> The material provides very strong evidence that the response has been crafted to address the issues implied in the task. The Overview and Lesson plans are extremely detailed and include highly relevant and engaging ICT based activities.	
<b>0 – 1 mark</b>	<b>4-5 marks</b>	<b>6-7 marks</b>	<b>8 marks</b>	<b>9-10 marks</b>	<b>/10</b>

### ASSESSING STUDENT WORK

<input type="checkbox"/> The assignment has little or no coherence. The assignment has no meaningful discussion or systematic approach to the question/topic set.	<input type="checkbox"/> The assignment has presented various points relating to assessment of student work which are loosely connected. There are some useful individual points, however the argument is not well developed.	<input type="checkbox"/> The assignment has presented various points relating to assessment of student work which are well connected. There are often useful individual points, and a clear argument has been developed.	<input type="checkbox"/> The assignment has presented various points relating to assessment of student work which are very well connected and systematically presented. The useful individual points have been combined well to present a very cohesive response to the question asked/task set.	<input type="checkbox"/> The assignment has presented a series of points relating to assessment of student work which are extremely well connected and systematically and often thematically presented. These have been combined to present a highly developed, extremely coherent response to the question asked/task set.	
<b>0 – 4 marks</b>	<b>4-5 marks</b>	<b>6-7 marks</b>	<b>8 marks</b>	<b>9-10 marks</b>	<b>/10</b>

### REFLECTION (1200 Words)

<input type="checkbox"/> Rationale is extremely poor, or not submitted. No reference to wider theories or practices is provided	<input type="checkbox"/> The rationale within the reflection is poorly constructed and has not presented/ explored alternative positions with reference to wider theories or practices.	<input type="checkbox"/> The rationale within the reflection is satisfactorily constructed and has presented/ explored some alternative positions with a basic discussion with reference to wider theories or practices.	<input type="checkbox"/> The rationale within the reflection is very well constructed and has presented/ explored alternative positions in a very effective manner with reference to wider theories or practices.	<input type="checkbox"/> The rationale within the reflection is extremely well constructed and has presented/ explored alternative positions in a highly effective manner with reference to wider theories or practices.	
<b>0 – 1 mark</b>	<b>2 marks</b>	<b>3 marks</b>	<b>4 marks</b>	<b>5 marks</b>	<b>/5</b>

<input type="checkbox"/> The reflection demonstrates a very poor understanding of the approaches to sequencing, tasks, and assessment. The discussion fails to draw upon relevant educational research OR Not submitted.	<input type="checkbox"/> The reflection demonstrates a poor understanding of the approaches to sequencing, tasks, and assessment. The discussion draws upon some relevant educational research.	<input type="checkbox"/> The reflection demonstrates a satisfactory understanding of the approaches to sequencing, tasks, and assessment. The discussion draws upon a mostly relevant body of educational research.	<input type="checkbox"/> The reflection demonstrates a thorough understanding of the approaches to sequencing, tasks, and assessment. The discussion draws upon a very relevant body of educational research.	<input type="checkbox"/> The reflection demonstrates a deep understanding of the approaches to sequencing, tasks, and assessment. The discussion draws upon a highly relevant body of educational research.	
<b>0 - 4 marks</b>	<b>4-5 marks</b>	<b>6-7 marks</b>	<b>8 marks</b>	<b>9-10 marks</b>	<b>/10</b>
<b>REFERENCING: Correct use of appropriate reference material and expression</b>					
<input type="checkbox"/> There is little or no evidence of use of APA 7 <sup>th</sup> referencing, and material has been poorly or inappropriately referenced – or no academic literature has been included. There are frequent issues with the spelling and/or expression within the work.	<input type="checkbox"/> The material has attempted to use APA 7 <sup>th</sup> referencing, but the material contains numerous spelling and grammatical errors. Expression is poor throughout.	<input type="checkbox"/> The material has generally used APA 7 <sup>th</sup> referencing correctly and the material is largely free from spelling and grammatical errors. Expression is satisfactory throughout.	<input type="checkbox"/> The material has consistently used APA 7 <sup>th</sup> referencing and the material is well expressed. The material presented is free from spelling and grammatical errors and has included a wide variety of appropriately referenced support for the arguments presented	<input type="checkbox"/> The material has expertly used APA 7 <sup>th</sup> referencing and the material is excellently expressed. The material presented is free from spelling and grammatical errors and has included a diverse and very comprehensive range of referenced support for the arguments presented.  <input type="checkbox"/>	
<b>0 - 1 mark</b>	<b>2 marks</b>	<b>3 marks</b>	<b>4 marks</b>	<b>5 marks</b>	<b>/5</b>
<b>Assignment 3 MARK</b>					<b>/40</b>