ECM241 Teaching the Curriculum: Junior Secondary Digital Technology

Assignment 1	
Title	Learning tasks and reflection
Value	50%
Week Due	Various dates throughout the semester
Length	2,000 words
Learning Outcomes	1, 3, 4,5

Part A: 30%

Learning task 1: Concept map – Week 2

Learning task 2: Prepare a summary of one teaching model – Week 4

Learning task 3: Prepare an activity focusing on learning outcomes for indigenous students – Week 5

Learning task 4: Prepare a lesson plan, write all resources, concepts, language needs required to deliver this lesson – Week 6

PART B: 20% (1200words) – Week 9

Students are to complete an analytical reflection that focusses on two of the learning tasks and expand their analysis of the learning outcomes and challenges for each. The analysis of each task must include:

- An introduction of the learning outcomes and challenges to be discussed

- A review of the literature of significant theories, teaching models and issues related to teaching technology in years 7-10

- Analysis of the two learning tasks addressing key learning outcomes and challenges

- A conclusion

- Correct reference list using APA

Education

ASSIGNMENT 1 MARKING CRITERIA

Marking Criteria	Unsatisfactory	Satisfactory	Credit	Distinction	High Distinction
PART A					
Learning task 1: Concept map	Task incomplete or not submitted Quality of work unsatisfactory Map confusing No linking words No practical activities included	Task submitted but requires more work to be classroom ready All parts of concept not covered Practical activities included Some incorrect links	Concept complete Some issues with setting out All links correct	Mostly clear setting out Good coverage of concept	Innovation shown Extensive coverage of concept Clear Could be used as teaching resource
Learning task 2: Prepare a summary of one teaching model	Task incomplete or not submitted Quality of work unsatisfactory	Limited demonstration of understanding of the model	Good demonstration of understanding of the model	Excellent demonstration of understanding of the model	Innovation shown Extensive coverage of model Could be used as teaching resource
Learning task 3: Prepare an activity that focuses on learning outcomes for indigenous students	Task incomplete or not submitted Quality of work unsatisfactory Not student centred No recognition of indigenous learners	Limited demonstration of understanding of inclusion of indigenous students	Good demonstration of understanding of inclusion of indigenous students	Excellent demonstration of understanding of inclusion of indigenous students	Innovation shown with extensive coverage of inclusion of indigenous students Could be used as teaching resource

Learning task 4: Prepare a lesson plan	Task incomplete or not submitted Quality of work unsatisfactory Lesson is teacher directed Not engaging Timing issues Too little/much content No resources used Little teaching No assessment of learning	Limited demonstration of understanding of lesson planning. Issues in timing/content More work required on providing student centred and engaging lessons Some use of assessment tasks Limited use of resources	Good demonstration of understanding of lesson planning. Issues in timing/content Some work required on providing student centred and engaging lessons Good use of assessment tasks Resources relate well to lesson content	Excellent understanding of lesson planning. Timing/content are well thought out Student centred and engaging lessons Excellent use of assessment tasks Excellent use of resources	Innovation shown in assessment of learning Extensive use of a variety of teaching strategies Could be used as teaching resource Innovative use of a range of resources
Learning task 5: Give peer feedback on lesson plans	Task incomplete or not submitted Quality of work unsatisfactory Feedback is too general/ does not supply a realistic view of work submitted. Areas for improvement missed	Feedback is provided but needs to be more extensive. Suggestions could be more specific	Feedback is clear and well thought out. Some areas for improvement given	Feedback is excellent Thoughtful ideas and suggestions given	Feedback is well thought out and provides a range of areas for improvement. Excellent suggestions made. Innovative ideas provided

PART B Reflective analysis					
Analysis of two activities show links to pedagogical theory models and practice.

Issues in teaching 21st century student identified

Demonstrates how activities are represented in the Science National curricula

local, national and global contexts discussed

Uses recent and relevant journal articles to support claims | The analysis fails to effectively critique either theories or models of pedagogy;

Learning outcome and challenges not clearly identified;

There is no analysis of the curriculum

shows no understanding of terms and how they are situated in a National curriculum

local, national and global contexts not referred to

No recent articles used

Articles are not relevant

Unsupported claims made.

Description given rather than analysis

Provides a summary of | Theories and models of pedagogy referred to;

Learning outcomes and challenges clearly identified shows some understanding terms and how they are situated in a National curriculum

local, national and global contexts described

There is limited analysis of teaching practice in terms of curriculum and pedagogy.

Some discussion rather than analysis

Limited use of | Effective critique of theories and models of pedagogy

Learning outcomes and challenges identified and analysed

Good understanding about the impact on curriculum, teaching and learning practice.
local, national and global contexts discussed

There is good analysis of teaching practice in terms of curriculum and pedagogy.

Readings used to support claims | Excellent critique of theories and models of pedagogy.

Learning outcomes and challenges clearly identified and analysed

Essay shows very good understanding about the impact on curriculum, teaching and learning practice.

local, national and global contexts explained

There is very good analysis of teaching practice in terms of curriculum and pedagogy.

Analysis using a range of | Effective critique of theories and models of pedagogy excellently.

 Learning outcomes and challenges clearly identified and thoroughly analysed and well support by references to recent readings

Excellent understanding about the impact on curriculum, teaching and learning practice.

local, national and global contexts evaluated

There is extensive analysis of teaching practice in terms of curriculum and pedagogy.

Synthesis of reading is outstanding showing depth of analysis |

	articles rather than analysis	references Readings used to make claims		readings	
Presents work professionally, with clear academic writing and APA referencing style within the word limit.	Presentation lacks structure; poor paraphrasing; over reliance on quotes; little evidence paper has been edited; poor expression makes essay difficult to read; terminology inappropriate; frequent spelling/ typographic errors; over reliance on quotes; no or inaccurate reference list. Word limit not adhered too.	Generally clear presentation; paper has intro, body and conclusion; developed with student's voice; sentences coherent and grammatically correct; within word length; some typographic and /or spelling errors; generally accurate referencing; originality report detects some insignificant matches.	Well-structured with coherent presentation; effective grammatical expression; analysis well developed with student's voice and supported by literature and research; adheres to word length; uses appropriate terminology; minor typographic and /or spelling errors; mostly accurate referencing	Presentation is innovative and/or informative; strengthened by relevant research; clear and concise structure; grammar and syntax mostly correct; essay is cohesive and easy to read within word length; discriminating use appropriate vocabulary; few typographic or spelling errors; consistently accurate referencing; balanced use of references	Writing and presentation are superior. Well-structured with innovative presentation; explicitly identifies the key issues; cohesive, grammatically correct structure; flexible and sustained use of a wide range of structures and extensive vocabulary; very few typographic or spelling errors; consistently accurate referencing