# EDCU12039 *Design and Digital Technologies*
## Term 1 - 2024

Profile information current as at 29/07/2024 03:25 pm

All details in this unit profile for EDCU12039 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview
Design and Digital Technologies introduces students to both the nature of learning in Design and Technology and Digital Technologies to enhance problem solving, innovation and creative thinking skills for 21st century learners. Students develop deep understanding of the thinking processes of planning, producing and evaluating which are essential processes in Design and Technology, and defining, organising and implementing which are essential processes in Digital Technology. They engage in design and digital challenges to build their own content and process knowledge in the learning area and reflect on the value of technological ways of thinking and learning for sustainability and innovation. Students explore a range of digital tools that support their engagement in the Design and Digital Technologies Curriculum content and pedagogy.

### Details
Career Level: *Undergraduate*
Unit Level: *Level 2*
Credit Points: *6*
Student Contribution Band: *7*
Fraction of Full-Time Student Load: *0.125*

### Pre-requisites or Co-requisites
There are no requisites for this unit.
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure (Higher Education Coursework)](#).

### Offerings For Term 1 - 2024

- Bundaberg
- Mackay
- Online
- Rockhampton

### Attendance Requirements
All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website
[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

# Class and Assessment Overview

## Recommended Student Time Commitment
Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

## Class Timetable

### Regional Campuses
Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

### Metropolitan Campuses
Adelaide, Brisbane, Melbourne, Perth, Sydney

## Assessment Overview
1. **Practical and Written Assessment**
Weighting: 50%
2. **Presentation**
Weighting: 50%

## Assessment Grading
This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

# CQUniversity Policies

**All University policies are available on the CQUniversity Policy site.**
You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

# Previous Student Feedback

## Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

### Feedback from Moodle

**Feedback**
Assessment tasks

**Recommendation**
Assessments need to be updated in line with the new curriculum and to assist with student clarity.

### Feedback from Moodle

**Feedback**
Course materials

**Recommendation**
Course materials are to be updated as new materials become available for Version 9.0 of the Australian Curriculum.

### Feedback from Moodle

**Feedback**
Early Years

**Recommendation**
Include a focus on teaching with technologies in the Early Years.

# Unit Learning Outcomes

**On successful completion of this unit, you will be able to:**

1. Participate in individual and collaborative learning processes to improve professional understanding of content knowledge and teaching and learning in the Design and Digital Technologies learning area
2. Use current research and examples to explain the value, nature and pedagogical practices appropriate to the Design and Digital Technologies learning area
3. Recommend Information and Communications Technologies on the basis of their purposeful application to learning and student engagement in the Design and Digital Technologies curriculum learning area
4. Produce digital content by making effective and purposeful use of Information and Communications Technology to model Design and Digital Technologies curriculum learning goals.

**Successful completion of this unit provides opportunities for students to engage with the Australian Professional Standards for Teachers (Graduate Career Stage) focus areas of:**

1.2 Understand how students learn
2.1 Content and teaching strategies of the teaching area
2.6 Information and Communication Technology (ICT)
3.3 Use teaching strategies
3.4 Select and use resources
4.5 Use ICT safely, responsibly and ethically
5.2 Provide feedback to students on their learning
6.3 Engage with colleagues and improve practice
6.4 Apply professional learning and improve student learning

# Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level   Introductory Level   Intermediate Level   Graduate Level   Professional Level   Advanced Level

## Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks | Learning Outcomes | | | |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |
| 1 - Practical and Written Assessment - 50% | • | • | | |
| 2 - Presentation - 50% | • | | • | • |

## Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes | Learning Outcomes | | | |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |
| 1 - Communication | • | • | | • |
| 2 - Problem Solving | • | | • | • |
| 3 - Critical Thinking | • | • | • | • |
| 4 - Information Literacy | | • | • | |
| 5 - Team Work | • | | | |
| 6 - Information Technology Competence | • | | • | • |
| 7 - Cross Cultural Competence | | | | |
| 8 - Ethical practice | | | | |
| 9 - Social Innovation | | | | |
| 10 - Aboriginal and Torres Strait Islander Cultures | | | | |

## Alignment of Assessment Tasks to Graduate Attributes

| Assessment Tasks | Graduate Attributes | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1 - Practical and Written Assessment - 50% | • | • | • | • | • | • | | | | |
| 2 - Presentation - 50% | • | • | • | • | • | • | | | | |

# Textbooks and Resources

## Textbooks

**There are no required textbooks.**

## IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

# Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition (APA 7th edition)](#)
For further information, see the Assessment Tasks.

# Teaching Contacts

**Daren Mallett** Unit Coordinator
[d.mallett@cqu.edu.au](mailto:d.mallett@cqu.edu.au)

# Schedule

## Week 1 - 04 Mar 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Technologies and Design and Technologies: What is it and why is it so important? | Best, M. (2017). Transforming pre-service teachers' beliefs and understandings about design and technologies. The Australian Journal of Teacher Education, 42(7), 47–65. https://doi.org/10.14221/ajte.2017v42n7.4 <br> Li, Y., Schoenfeld, A. H., diSessa, A. A., Graesser, A. C., Benson, L. C., English, L. D., & Duschl, R. A. (2019). Design and Design Thinking in STEM Education. Journal for STEM Education Research., 2(2), 93–104. https://doi.org/10.1007/s41979-019-00020-z <br> Australian Curriculum, Assessment and Reporting Authority. (2022). Understand this learning area: Technologies. https://v9.australiancurriculum.edu.au/teacher-resources/understand-this-learning-area/technologies <br> Teaching and learning in South Australia. (2016). Design and technologies: What are they for? https://youtu.be/6zgdVc6U_2I?feature=shared | You may choose to read your readings and complete the second video first. <br> Commence design challenge assignment by: <br> • Understanding design thinking and the design cycle. <br> • Consider what are the differences between craft and design. <br> • What are you actually being asked to do in the assignment? Be prepared. <br> • Make sure you have read the Australian Curriculum's *Understand this learning area: Design and Technologies* document. <br> Understand the purpose of the Australian Curriculum, Technologies with a central theme of creating preferred futures. |

## Week 2 - 11 Mar 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Curriculum, theoretical perspectives and pedagogies: Design and Technologies | United Nations Development Program (UNDP). (2015). Transitioning from the MDGs to SDGs. https://youtu.be/5_hLuEui6ww?feature=shared <br> Mawson, B. (2003). Beyond `The Design Process': An Alternative Pedagogy for Technology Education. International Journal of Technology and Design Education, 13(2), 117–128. https://doi.org/10.1023/A:1024186814591 <br> Technology for Children: A Hands on Approach. (2015). Kanopy Streaming. [https://www.kanopy.com/en/cqu/video/68991](https://www.kanopy.com/en/cqu/video/68991) <br> (While this video is older, it does give you some ideas on some possibilities for your design task). <br> Papert S., & Harel, I. (1990). Situating constructionism. In: Harel (Ed.), Constructionist learning. Cambridge, MA: MIT Media Laboratory. http://www.papert.org/articles/SituatingConstructionism.html | You should have started designing what you are going to make for AT1. Remember, that design learning happens in the process. <br> Record everything you do and take photos. <br> When you fill out your task sheet, you are doing so as an exemplar to show your students an example of how they might complete the design task. |

## Week 3 - 18 Mar 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| The Technologies Contexts | Yalçin, V. (2022). Design thinking model in early childhood education. International Journal of Psychology and Educational Studies, 9(1), 196-210. Benson, C. (2017). Chapter 3: Teaching design and technology creatively in the Early Years. In C. Benson, & S. Lawson (Eds), Teaching design and technology creatively. Routledge. https://doi.org/10.4324/9781315623153 | You should have completed your design project by the start of this week and have asked for feedback from a peer in the class, a teacher you know who understands design or a design capable adult. Make sure you use the spatula example in Week 1's Moodle to help you with your feedback. Does the product do what it is meant to do? Is the product safe? Has the person mostly used recycled materials? Look/aesthetic. |

## Week 4 - 25 Mar 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Assessment in design | Canty, D., Seery, N., Hartell, E., & Doyle, A. (2017). Integrating peer assessment in technology education through adaptive comparative judgment. PATT34 Technology & Engineering Education–Fostering the Creativity of Youth Around The Globe, 10-14. Lor, R. (2017). Design thinking in education: A critical review of literature. [Conference session]. Asian Conference on Education and Psychology, Bangkok, Thailand. https://shorturl.at/AIR02 | Remember to use the spatula example from week 1's Moodle with your peer assessments as a guide. Peer assessments to be done ASAP. |

## Week 5 - 01 Apr 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| STEM Education: Design as the glue. | English, L. D. (2019). Learning while designing in a fourth-grade integrated STEM problem. International Journal of Technology and Design Education, 29(5), 1011–1032. https://doi.org/10.1007/s10798-018-9482-z Lindner, J. (2018). Entrepreneurship Education for a Sustainable Future. Discourse and Communication for Sustainable Education, 9(1), 115–127. https://doi.org/10.2478/dcse-2018-0009 | AT1 Due: Friday 5th April, 2024; 23:45 **Design task and folio** Due: Week 5 Friday (5 Apr 2024) 11:55 pm AEST |

## Vacation Week - 08 Apr 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|

## Week 6 - 15 Apr 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Digital Technologies - Curriculum and Pedagogy | Australian Curriculum Assessment and Reporting Authority (2022). Understand this learning area – Digital technologies. https://v9.australiancurriculum.edu.au/teacher-resources/understand-this-learning-area/technologies#digital-technologies Blundell, C., Lee, K.-T., & Nykvist, S. (2020). Moving beyond enhancing pedagogies with digital technologies: Frames of reference, habits of mind and transformative learning. Journal of Research on Technology in Education, 52(2), 178–196. https://doi.org/10.1080/15391523.2020.1726235 Curtis, D., & Carter, M. (2013). Chapter 7: Study Session: Observing how children connect with the natural world. In D. Curtis. and M. Carter (Eds.). The art of awareness how observation can transform your teaching (2nd ed.). Redleaf Press. | **Events and Submissions/Topic** • Engage with the Moodle unit materials and tutorials. • Commence all activities as outlined in these materials. Become familiar with AT2 and get ahead on course readings. |

## Week 7 - 22 Apr 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|

| Processes and Production Skills - Computational Thinking | Churchill. (2020). Development of students' digital literacy skills through digital storytelling with mobile devices. Educational Media International, 57(3), 271–284. https://doi.org/10.1080/09523987.2020.1833680 Lee, J., & Junoh, J. (2019). Implementing Unplugged Coding Activities in Early Childhood Classrooms. Early Childhood Education Journal, 47(6), 709–716. https://doi.org/10.1007/s10643-019-00967-z<br><br>Ricketts, R. (2018). Computational Thinking for Kindergartners. https://www.edutopia.org/article/computational-thinking-kindergartners | **Events and Submissions/Topic**<br><br>• Engage with the Moodle unit materials and tutorials.<br>• Commence all activities as outlined in these materials.<br>• Have completed a response for artefact 1 for AT2.<br>Work collaboratively on related lessons for AT2 |
|---|---|---|

## Week 8 - 29 Apr 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Coding and programming | Barr, V. & Stephenson, C. (2011). Bringing computational thinking to K-12: what is Involved and what is the role of the computer science education community? ACM Inroads, 2(1). https://doi.org/https://doi.org/10.1145/1929887.1929905 | **Events and Submissions/Topic**<br> Engage with the Moodle unit materials and tutorials.<br>• Commence all activities as outlined in these materials.<br>• Completed response for artefact 2 for AT2.<br>• Work collaboratively on related lessons for AT2 |

## Week 9 - 06 May 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Data | Boss, S. (2014). How to help your students develop data literacy. https://www.edutopia.org/blog/helping-students-develop-digital-literacy-suzie-boss | **Events and Submissions/Topic**<br><br>• Engage with the Moodle unit materials and tutorials.<br>• Commence all activities as outlined in these materials.<br>• Start response for artefact three for AT2.<br>• Work collaboratively on related lessons for AT2 |

## Week 10 - 13 May 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Digital Communication (Digital tools to integrate media) | Bereczki, E. O., & Kárpáti, A. (2021). Technology-enhanced creativity: A multiple case study of digital technology-integration expert teachers' beliefs and practices. Thinking Skills and Creativity, 39, 100791–. https://doi.org/10.1016/j.tsc.2021.100791 | **Events and Submissions/Topic**<br>• Engage with the Moodle unit materials and tutorials.<br>• Commence all activities as outlined in these materials.<br>• Work on response for artefact three for AT2.<br>• Work collaboratively on related lessons for AT2<br>• Start work on Part C of AT2 |

## Week 11 - 20 May 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Integrating the purposeful use and teaching of digital technologies | Fasso, W. & Knight, B. A. (2020). Identity development in school makerspaces: intentional design. International Journal of Technology and Design Education, 30(2), 275–294. https://doi.org/10.1007/s10798-019-09501-z | **Events and Submissions/Topic**<br><br>• Engage with the Moodle unit materials and tutorials.<br>• Commence all activities as outlined in these materials.<br>• Completed response for artefact three for AT2.<br>• Complete AT2. |

## Week 12 - 27 May 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
|  |  |  |

| Review and reflection | There are no readings this week. | **Events and Submissions/Topic**<br><br>• Engage with the Moodle unit materials and tutorials.<br>• Complete all activities as outlined in these materials.<br>• Digital portfolio Due: Monday 20th May, 2024, 11:45 pm AEST<br><br>**Workshops to the classroom** Due: Week 12 Monday (27 May 2024) 11:55 pm AEST |

**Review/Exam Week - 03 Jun 2024**

| Module/Topic | Chapter | Events and Submissions/Topic |
| --- | --- | --- |

**Exam Week - 10 Jun 2024**

| Module/Topic | Chapter | Events and Submissions/Topic |
| --- | --- | --- |

# Term Specific Information

In the past, students who have struggled with these tasks have left their assignments until the last week. The kind of tasks involved in this unit require active and consistent engagement in the creation of your technologies items to go into your portfolio.

**AT1**:

- It is important that you make a start on your design task as soon as you can.
- You are engaging in a kind of learning that you might not have experienced before, however we are not asking you to invent a way to travel in time. The unit coordinator will share a lot of ideas in workshops and others are in the readings. Most are quite simple, while some have chosen to stretch themselves and make more advanced mechanisms.
- We are looking for you to engage in a design process. As you go, you are going to encounter problems to solve; you will make mistakes and you will possibly want a set of instructions to follow. This isn't really what we do in design. Instead of instructions, we the teachers provide scaffolding, supports and exemplars. The reason you are engaging in the design process, is because this is the best way to learn and remember the design process that you will be helping your future students to understand.
- Take photos of every stage for your exemplar to give to your future students.
- You will end up with a design brief that you will give to your students and an exemplar which you will share with your students as an example.
- **Your future students will not be making what you make/made.** Your future students will engage in their own design process to solve their own problem which may have a solution similar to the one you came up with. e.g. You might make a peg bag out of material, while they might design and make a container to help them remain more organised at school. You might invent a fitness routine, while they will invent their own. It's not really about the end product, but the engagement in the design process.

**AT2:**

- It is strongly encouraged that you use the design cycle again for your coding task.

# Assessment Tasks

## 1 Design task and folio

**Assessment Type**
Practical and Written Assessment

**Task Description**
**Assignment Task One**
**Weighting**: 50% (You must pass both assessments in order to get a pass or better grade in this unit)

**Word Limit**: Due to the nature of this assignment, please keep your videos brief. The combined length of your two videos should not exceed 20 minutes. Note: You will attach your PowerPoint slides and your design brief with your videos.

**Due**: Monday 8th April at 23:55 PM (AEST)

**Task Overview:**

You are going to create two video presentations centered around the teaching of design as specified in the Australian Curriculum. Both videos should not exceed 10 minutes in length and be uploaded to ECHO 365 inside of your final submission. You are not being assessed on the quality of your video. i.e. We are not expecting you to be movie film makers.

**Parts A & B: Your video scaffold and exemplar for your future students (What you will submit and where will you submit it?)**

You will create an instructional video to use with your class about the design cycle. In this video you will discuss the kind of things your students will do at each stage of a design cycle by using what you have made and done as an exemplar.

**What will you submit for Parts A & B**

You will upload your video or videos to ECHO360 inside the assessment section in Moodle. You do not need to go to ECHO360. Instead of one video, you may choose to have five little videos of each stage of your design cycle. Your audience in the children, so keep it bright, colourful and use an age appropriate vocabulary.

You will submit your PowerPoint or presentation which you will use your exemplar to teach the students about a design process. This will have your photos and dot points explaining what you did. Remember: Your students will not be creating what you created. They will be coming up with their own solutions to the problem. e.g. You might make a peg bag out of material, while they might design and make a container to help them remain more organised at school. You might invent a fitness routine, while they will invent their own. It's not really about the end product, but the engagement in the design process.

**Part B**: You will create and upload the design brief that you are going to give your students, which will act as a further printed out scaffold for their design task. It will have very generic instructions on it. This needs can be done on Microsoft Word, Publisher, Canva, or otherwise. Do not overthink this section of the assignment. Most students complete it in less than one hour.

**Part C: A video to parents**

The second video will draw from the course, course readings and other high quality literature, the Australian Curriculum and your own experiences designing and building your object to promote the teaching of design and technologies. The video will be one that you create to send to your parents explaining what your students will be doing and why this kind of learning is important in the 21st century classroom. You will need to link what they are doing to learning theory (Constructionism and experiential learning).

**Assessment Due Date**

Week 5 Friday (5 Apr 2024) 11:55 pm AEST
Ensure you have submitted your videos, design brief and PowerPoints.

**Return Date to Students**

Week 7 Monday (22 Apr 2024)
Your task will be returned once moderation has occurred and in time so that you can apply the feedback to your next assignment.

**Weighting**

50%

**Minimum mark or grade**

25/50

**Assessment Criteria**

Use participation and critical reflection to develop a professional working understanding of the content knowledge contained in the Technologies learning area.

Plan and scaffold an age-appropriate and engaging video/s and design brief.

Use current research and examples to explain the value, nature and pedagogical practices appropriate to the Design and Digital Technologies learning area

Recommend Information and Communications Technologies on the basis of their purposeful application to learning and student engagement in the Design and Digital Technologies curriculum learning area

**Referencing Style**

- American Psychological Association 7th Edition (APA 7th edition)

**Submission**

Online

**Learning Outcomes Assessed**

- Participate in individual and collaborative learning processes to improve professional understanding of content knowledge and teaching and learning in the Design and Digital Technologies learning area
- Use current research and examples to explain the value, nature and pedagogical practices appropriate to the Design and Digital Technologies learning area

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence

# 2 Workshops to the classroom

**Assessment Type**
Presentation

**Task Description**
**Weighting**: 50% (You must pass both assessments in order to get a pass or better grade in this unit)
**Due**: Monday 20th May, 2024 at 11:45 PM (AEST)
**Word Limit**: 3000 words (+/- 10%)
**Task**:
Over the course of six weeks, you will be engaged in a range of different digital learning tasks in each workshop. This critical reflection will require you to create a portfolio of the three items that you can use in your future teaching. Your portfolio response will contain evidence of engagement in each task. In your coding task, you are to submit with your assignment, either your code, and/or links to your coding and a working link to your game/artefact (The game may or may not work properly).
You are to then provide a critical review on your engagement with the tasks and show how you would apply them to your teaching in the form of at least three lesson plans using these technologies, along with a critical reflection on your pedagogical approaches to teaching with these technology tools. Your lessons should cover the two sub-strands of the knowledge and understanding strand of digital technologies subject as well as the strand processes and production skills where appropriate. One of the three tasks must be a coding task.
**Break-down of task:**
**Part A** (750 words) **Evidence of engagement with design and critical reflection.**
Write a critical reflection with annotated photos or screenshots of your engagement with three tasks you completed in the workshops.
**Part B** – **Your lessons** (1500 words)
You are to create lessons or a short lesson sequence (if needed), with clear descriptions in how you would teach one of the above three tasks to your future class. Your teaching steps need to have clear links to your pedagogy and teaching strategies (and use the language of pedagogy). Note: You are expected to engage the students in design thinking in this task.
You are strongly encouraged to integrate your use of these technologies with another curriculum area; however, you only need to mention this integration and not show how you will teach the other learning area. Your lessons need to contain links to the General Capabilities as listed in the latest version of the Australian Curriculum. You are very welcome to draw inspiration from high quality online sources for your lessons, however, you need to use your own words in your assignment.
**Part C** - **Self/peer evaluation of your lessons** (750 words)
Part of being a good teacher is being able to critically reflect on your lessons. Drawing from the unit's readings, high quality literature and the Australian Curriculum, provide a critical discussion and evaluation on your lessons. As part of this reflection you will get a peer to provide you with feedback on your lessons and include their feedback in your evaluation. The peer evaluation should contain two good points in the lesson and one or more constructive suggestions on possible improvements you could make.
**You can use the following scaffold, if you wish as a guide for your evaluation:**
1. What pedagogical tools are you using in your lessons (links to research or the course/readings needed).  A few examples: play based learning, explicit teaching, gradual release of responsibility, providing exemplars, self/peer assessment)
2. What problems might you encounter as a teacher and what will you do to overcome them?
3. Responses to self/peer feedback (Can be in dot points or it can simply be changes to your lessons above with track changes on).

**Assessment Due Date**
Week 12 Monday (27 May 2024) 11:55 pm AEST
Make sure you submit a link to your game along with your lessons and evaluation on the one word or PDF document.

**Return Date to Students**

Your task will be returned once moderation has occurred.

**Weighting**
50%

**Minimum mark or grade**
25/50

**Assessment Criteria**
Produce digital content by making effective and purposeful use of Information and Communications Technology to model in future teaching of the Digital Technologies subject .
Demonstrates a practical knowledge and understanding of Core Concepts in the Australian Curriculum: Technologies, Digital Technologies within the context of being a future teacher of such tasks.
Has drawn from current research and examples to explain the value nature and pedagogical practices appropriate to the Technologies learning area.

**Referencing Style**

- American Psychological Association 7th Edition (APA 7th edition)

**Submission**
Online

**Learning Outcomes Assessed**

- Participate in individual and collaborative learning processes to improve professional understanding of content knowledge and teaching and learning in the Design and Digital Technologies learning area
- Recommend Information and Communications Technologies on the basis of their purposeful application to learning and student engagement in the Design and Digital Technologies curriculum learning area
- Produce digital content by making effective and purposeful use of Information and Communications Technology to model Design and Digital Technologies curriculum learning goals.

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence

# Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

**What is a breach of academic integrity?**
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

**Why is academic integrity important?**
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

**Where can I get assistance?**
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

**What can you do to act with integrity?**



**Be Honest**
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

**Seek Help**
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