

# EDCU12039 *Design and Digital Technologies*

## Term 1 - 2020

Profile information current as at 25/04/2026 08:06 am

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 - 2020

- Bundaberg
- Cairns
- Gladstone
- Mackay
- Noosa
- Online
- Rockhampton
- Townsville

### 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 Student evaluations and tutors.

Feedback

Scaffolding of assessment tasks.

Recommendation

Further scaffolding of assessment tasks will be provided throughout unit materials.

## 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		●	●	

## Graduate Attributes

## Learning Outcomes

	1	2	3	4
5 - Team Work	•			
6 - Information Technology Competence	•		•	•
7 - Cross Cultural Competence				
8 - Ethical practice				
9 - Social Innovation				
10 - First Nations Knowledges				
11 - 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	11
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 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

Wendy Fasso Unit Coordinator  
[w.fasso@cqu.edu.au](mailto:w.fasso@cqu.edu.au)

## Schedule

### Week 1: Introduction to design and technologies - 09 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to design and technologies <ul style="list-style-type: none"> <li>• Design and Technologies</li> <li>• The Design and Technologies curriculum</li> <li>• The Technologies Design Process Part 1</li> <li>• The Technologies Design Process Part 2</li> <li>• Your Design challenge</li> <li>• Risk Assessment</li> </ul>	Sites and resources on Moodle site. <ul style="list-style-type: none"> <li>• ACARA (2014). Australian Curriculum: Technology Shaping Paper</li> <li>• ACARA (2014). Australian Curriculum: Technologies rationale, aims and organisation</li> <li>• Andresen, L., Boud, D., &amp; Cohen, R. (2000). Experience-based learning. In G. Foley (Ed), Understanding adult education and training, 2nd Ed, 225-239. Sydney: Allen &amp; Unwin.</li> <li>• Education Queensland (2015). Curriculum activity risk management guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Welcome and Overview (essential), and complete Entry Quiz.</li> <li>• Engage with the Moodle unit materials and tutorials.</li> <li>• Complete all activities as outlined in these materials.</li> <li>• Commence Design challenge Project.</li> </ul>

### Week 2: Design Thinking - 16 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Design Thinking <ul style="list-style-type: none"> <li>• Design technologies and pedagogy</li> <li>• Progressing your design challenge</li> <li>• Makerspaces (optional)</li> </ul>	Links and readings in Moodle, including: <ul style="list-style-type: none"> <li>• Mawson, B. (2003). Beyond 'The Design Process'. An alternative pedagogy for technology education. International Journal Of Technology &amp; Design Education, 13(2), 117-128.</li> <li>• McCormick, R. (2004). Issues of learning and knowledge in technology education. International Journal of Technology and Design Education, 14, pp. 21-44.</li> <li>• Jones, Bunting and de Vries (2013). The developing field of technology education: a review to look forward. International Journal of Technology Design Education 23, 191-212.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage with the Moodle unit materials and tutorials. Complete all activities as outlined in these materials.</li> <li>• Complete phase 1 of design challenge project. technology education: a review to look forward. International Journal of Technology Design Education 23, 191-212 – an important framing paper.</li> </ul>

### Week 3: Design and Sustainability - 23 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Design and Sustainability <ul style="list-style-type: none"> <li>• Completion of design challenge</li> <li>• Peer evaluation</li> <li>• Technology, design and the world around us</li> <li>• Life-cycle thinking</li> <li>• Futures-thinking</li> </ul>	Links and readings in Moodle, including: <ul style="list-style-type: none"> <li>• Canty, D., Seery, N., Hartell, E. &amp; Doyle, A. (2017). Integrating peer assessment in technology education through adaptive comparative judgment. PATT34 Technology &amp; Engineering Education-Fostering the Creativity of Youth Around The Globe, Millersville University, Pennsylvania, USA, 10-14.</li> <li>• The United Nations Sustainable Development goals</li> <li>• Acaroglu, L. (nd). The Good Design Guide.</li> <li>• Futures Thinking. Teaching for a better world.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage with the Moodle unit materials and tutorials. Complete all activities as outlined in these materials.</li> <li>• Complete design challenge project.</li> <li>• Post completed challenge to campus design challenge evaluation forum.</li> </ul>

### Week 4: The Technologies Curriculum - 30 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment 1 overview	Links and readings in Moodle, including:	
The Technologies Curriculum	• Education Queensland (2016). Coding Counts. Advancing Education.	• Engage with the Moodle unit materials and tutorials. Complete all activities as outlined in these materials.
• What is technology?	• Anazagasty, J. (2014) What is Technology? In Cruz-Cruz & W. Frey (Eds) Civis Project - UPRM.	• Complete Peer Evaluation task in Design Challenge Evaluation forum
• Aims and Rationale	• Acara (2014). Australian Curriculum: Technologies	
• Two subjects: Design and Technology, and Digital Technologies		

**Week 5: The Digital Technologies subject - 06 Apr 2020**

Module/Topic	Chapter	Events and Submissions/Topic
The Digital Technologies subject	Links and readings in Moodle, including:	
• Assessment 2 overview and reflection	• The Australian curriculum: Technologies. Digital Technologies.	• Engage with the Moodle unit materials and tutorials. Complete all activities as outlined in these materials.
• Digital Technologies curriculum structure	• Bell, T., Witton, I. & Fellows, M. (2010). Computer Science Unplugged. CS Unplugged.org.	• Complete embedded Portfolio task: Data in Excel
• Digital Technologies overview	• CSTA (2012). Special Issue: Computer science K-8: Building a strong foundation.	Journal and Research Inquiry Due: Week 5 Thursday (9 Apr 2020) 12:00 am AEST
• Data collection, interpretation and representation		

**Vacation Week - 13 Apr 2020**

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 6: Data Part 2 - 20 Apr 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Data Part 2	Links and readings in Moodle, including:	
• Data representation	• Barr, V. & Stephenson, C. (2011). Computational thinking to K-12: What is involved and what is the role of the computer science education community. ACM Intoads, 2(1), 48-54.	Engage with the Moodle unit materials and tutorials. Complete all activities as outlined in these materials.
• Binary code, colours and images	• Computational thinking: <a href="http://learn.code.org/s/1/level/22">http://learn.code.org/s/1/level/22</a>	Complete embedded Portfolio task: Data and images
	• Pixel Face: <a href="http://www.nga.gov/content/ngaweb/education/kids/kids-pixelface.html">http://www.nga.gov/content/ngaweb/education/kids/kids-pixelface.html</a>	
	• Khan Academy: <a href="https://www.khanacademy.org/cs/new">https://www.khanacademy.org/cs/new</a>	
	• The ASCII Code: <a href="http://www.theasciicode.com.ar/">http://www.theasciicode.com.ar/</a>	
	• Hello Processing.org: <a href="http://hello.processing.org/">http://hello.processing.org/</a>	
	• CS Unplugged: <a href="http://csunplugged.org">http://csunplugged.org</a>	

**Week 7: Computational thinking - 27 Apr 2020**

Module/Topic	Chapter	Events and Submissions/Topic
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<p>Computational Thinking</p> <ul style="list-style-type: none"> <li>• Computational thinking</li> <li>• An introduction to digital systems</li> </ul>	<p>Links and readings in Moodle, including:</p> <ul style="list-style-type: none"> <li>• Scratched, Creative Computing; Computational Thinking connections</li> <li>• Barr, V. &amp; Stephenson, C. (2011). Computational thinking to K-12: What is involved and what is the role of the computer science education community. ACM Intoads, 2(1), 48-54. From <a href="https://www.iste.org/docs/nets-refresh-toolkit/bringing-ct-to-k-12.pdf?sfvrsn=2">https://www.iste.org/docs/nets-refresh-toolkit/bringing-ct-to-k-12.pdf?sfvrsn=2</a></li> <li>• Digital Promise (2018). Computational thinking for a computational world. Retrieved from <a href="http://digitalpromise.org/wp-content/uploads/2018/05/dp-comp-thinking-v1r6.pdf">http://digitalpromise.org/wp-content/uploads/2018/05/dp-comp-thinking-v1r6.pdf</a></li> <li>• Bebras Computational thinking challenge site,</li> </ul>	<p>Engage with the Moodle unit materials and tutorials. Complete all activities as outlined in these materials. Complete embedded Portfolio task: Computational thinking through Code Studio activity (optional but recommended)</p>
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**Week 8: Coding and Programming 1 - 04 May 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Coding and Programming 1	<p>Links and readings in Moodle, including:</p> <ul style="list-style-type: none"> <li>• The Australian Curriculum: Technologies</li> <li>• Computational Thinking connections of Scratched.</li> <li><a href="http://scratched.gse.harvard.edu/guide/download.html">http://scratched.gse.harvard.edu/guide/download.html</a></li> <li>• Creative Computing <a href="https://web.media.mit.edu/~mres/papers/Scratch-CACM-final.pdf">https://web.media.mit.edu/~mres/papers/Scratch-CACM-final.pdf</a>. Underpinning Design <a href="http://scratched.gse.harvard.edu/resources/all">http://scratched.gse.harvard.edu/resources/all</a></li> <li>• <a href="http://scratched.gse.harvard.edu/resources/scratch-programming-concepts">http://scratched.gse.harvard.edu/resources/scratch-programming-concepts</a></li> <li>• Starter Hopscotch curriculum.</li> </ul>	<p>• Engage with the Moodle unit materials and tutorials. Complete all activities as outlined in these materials.</p> <p>• Complete embedded Portfolio task: Programming</p>

**Week 9: Coding and Programming 2 - 11 May 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Coding and Programming 1	<p>Links and readings in Moodle, including:</p> <ul style="list-style-type: none"> <li>• The Australian Curriculum: Technologies</li> <li>• Computational Thinking connections of Scratched.</li> <li><a href="http://scratched.gse.harvard.edu/guide/download.html">http://scratched.gse.harvard.edu/guide/download.html</a></li> <li>• Creative Computing <a href="https://web.media.mit.edu/~mres/papers/Scratch-CACM-final.pdf">https://web.media.mit.edu/~mres/papers/Scratch-CACM-final.pdf</a>. Underpinning Design <a href="http://scratched.gse.harvard.edu/resources/all">http://scratched.gse.harvard.edu/resources/all</a></li> <li>• <a href="http://scratched.gse.harvard.edu/resources/scratch-programming-concepts">http://scratched.gse.harvard.edu/resources/scratch-programming-concepts</a></li> <li>• Starter Hopscotch curriculum.</li> </ul>	<p>• Engage with the Moodle unit materials and tutorials. Complete all activities as outlined in these materials.</p> <p>• Complete embedded Portfolio task: Programming</p>

**Week 10: Digital Communication - 18 May 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Digital Communication	<p>Links and readings in Moodle, including:</p> <ul style="list-style-type: none"> <li>• Smartcopying website</li> <li>• Brusic, S &amp; Steinmacher, J. (2015) Communicating without words. Children's Technology and Engineering</li> <li>• Hummell, L. (2015). Communication. Children's Technology and Engineering</li> <li>• Cantu, D. The importance of communication skills (2015). Children's Technology and Engineering</li> </ul>	<p>• Engage with the Moodle unit materials and tutorials. Complete all activities as outlined in these materials.</p> <p>• Examine and enhance Assessment 2 website to meet curriculum requirements for digital communication.</p>

**Week 11: Digital Communication - 25 May 2020**

Module/Topic	Chapter	Events and Submissions/Topic
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Digital Communication	Links and readings in Moodle, including:  Self-selected resources and sites	<ul style="list-style-type: none"> <li>• Engage with the Moodle unit materials and tutorials. Complete all activities as outlined in these materials.</li> <li>• Examine and enhance Assessment 2 website to meet curriculum requirements for digital communication.</li> <li>• Complete reflection that justifies digital communication choices in Portfolio.</li> </ul>
Week 12: Year 7 and beyond - 01 Jun 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Situating the curriculum as a progression of skills and knowledge.	Links and readings in Moodle, including:  Self-selected resources and sites	Engage with the Moodle unit materials and tutorials. Complete all activities as outlined in these materials.  Online presentation - Portfolio Due: Week 12 Tuesday (2 June 2020) 12:00 am AEST
Review/Exam Week - 08 Jun 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Exam Week - 15 Jun 2020		
Module/Topic	Chapter	Events and Submissions/Topic

## Assessment Tasks

### 1 Journal and Research Inquiry

Assessment Type

Practical and Written Assessment

Task Description

#### Overview

*Assessment 1 requires the submission of three reflective components:*

You will submit a 2600 word written piece that is both reflective and referenced. This written piece will be submitted through the assessment link as a Word document for feedback and grading. However, without supporting documentation in your Google site and in the Moodle Assessment 1 Peer Feedback Forum, your submitted reflections will be void, and not assessed as having been drawn from personal experience. Your assessment submission will include three sections:

- A focused reflection (approximately 700 words) on a) the technology design process of the design challenge, and b) the peer evaluation process that links your own experience as both provider, and recipient of evaluation to your growing understanding of the process and production skills of the design and technologies subject. This reflection should be drawn from and elaborate on your responses to the reflection prompts provided in the Moodle materials. It should draw from the curriculum expectations, as well as the readings provided in the unit on collaborative feedback.
- An examination of your completed Technology Design Challenge, and how this may be adapted for use in your own classroom with insight into your pedagogy.
- A referenced reflection identifying a critical issue of sustainability related to your design challenge, with details of your pedagogy that will support futures thinking and ethical design in your classroom. Sustainability, preferred futures, and ethics are at the heart of the design and technologies curriculum. They are based on knowledge and values, which must be developed in your technologies classroom. Therefore you should consider pedagogies that will develop this type of thinking in your students.

Details of each component are provided in the Moodle unit materials.

Assessment Due Date

Week 5 Thursday (9 Apr 2020) 12:00 am AEST

This task must be uploaded using the Assessment 1 link in Moodle. It should be submitted in the form of a Word document.

## Return Date to Students

This assignment will be returned to students with sufficient time to allow for academic support and advice where necessary, prior to the submission of the next assessment task.

### Weighting

50%

### Assessment Criteria

- Use participation and critical reflective processes to develop professional understanding of content knowledge, and teaching and learning in the Digital Technologies learning area.
- Ability to seek and respond to constructive feedback to identify professional learning needs.
- Development of questions to guide professional learning. Focused research into teaching strategies that support the development of conceptual knowledge and technological thinking processes.

### Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### Submission

Online

### Submission Instructions

Assessment 1 will be submitted as a Word document. Your document should include a link to your Weebly website (or alternative) in which your design challenge is presented.

### 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 Online presentation - Portfolio

### Assessment Type

Presentation

### Task Description

#### Task Description (Overview)

This is a portfolio task. You will accumulate artefacts that evidence and demonstrate your learning about the Digital Technologies curriculum each week. These will be collected in a digital portfolio in your Google Sites website.

- The portfolio will include an introduction, and a collection of four artefacts. Each artefact will contain a) evidence of your practical exploration of the activity, and b) a reflection on the classroom pedagogy which could be associated with the activity.
- Your portfolio will also include a discussion of the decisions you made with regard to digital communication of the elements of your portfolio. The portfolio will also be assessed on the quality of the digital communication of the artefacts.

### Artefacts overview

The following artefacts will be included, in the form and modality of your choice, in your portfolio. Each artefact will include practical evidence of your own exploration of the relevant technologies, and a reflection on the way this activity will be configured to reflect the Australian Curriculum Technologies: Digital Technology, in your classroom.

- Introduction: Initial Reflection
- Portfolio Artefact 1: Data representation (Excel activity)
- Portfolio Artefact 2: Binary code and data as images (exploration of images, pixels, resizing and colour representation in binary)

- Portfolio Artefact 3: Algorithmic and computational thinking (Code Studio activity) (this is an optional artefact)
- Portfolio Artefact 4: Coding and Programming a robot or game (Scratch game design)

## Digital Communication overview

- The Australian curriculum Technologies outlines expectations of digital communication in the primary school that includes formatting, digital data representation and analysis, the use of online and web-based tools for sharing, the use of media (including audio, images, and video), concept maps, charts and infographics. You will become familiar with some representative tools that support communication in this fashion. You will make decisions about the purposeful use of a selection of these tools and modalities of communication that best suit the materials and data that you are presenting in your website. Your site will therefore evidence creative and purposeful use of digital communication to share your information and thinking with an audience. This element of the assessment will include:
  - Evidence of your own digital communication choices in the sophistication of decisions based on settings, formatting, use of colour and images, layout and structure of the site.
  - A brief (200 word) reflection that draws together what you have learned about the curriculum expectations of digital communication.
  - This reflection should include considerations of legal, safe and responsible use of ICT by your students.
  - It is also expected that, as outlined in the Australian Curriculum: Technologies, you adhere to legal, safe and ethical principles in your website as outlined in the unit materials.

Further information about each artefact is available in Moodle, distributed through the unit materials.

### Assessment Due Date

Week 12 Tuesday (2 June 2020) 12:00 am AEST

This task must be uploaded using the Assessment 2 link in Moodle. It should be in the form of a Word document that contains a link to your Google site Portfolio.

### Return Date to Students

Feedback on this final assessment response will be provided following University Assessment policy.

### Weighting

50%

### Minimum mark or grade

Students must achieve a grade of 50% or greater to pass this task and the unit.

### Assessment Criteria

- Demonstrated ability to seek and respond to constructive feedback to identify professional learning needs.
- Use participation and critical reflective processes to develop professional understanding of content knowledge and teaching and learning in the Technologies learning area.
- Focused research into teaching strategies that support the development of conceptual knowledge and technological thinking processes, leading to the development of a framework of questions to guide professional learning.

### Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### Submission

Online

### Submission Instructions

A Word document will be submitted that provides a link to your website.

### 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**

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



**Produce Original Work**

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem