EDSE12024 *Digital Pedagogies in Secondary Schools*

Term 1 - 2022

Profile information current as at 03/05/2024 02:10 pm

All details in this unit profile for EDSE12024 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

This unit explores the technological competencies required within a 21st century connected society. It looks at the theoretical underpinnings of e-learning and how technology provides a platform for inclusivity, creativity and innovation with a particular focus on Web 2.0 interconnectivity. This unit is both theoretical and practical and provides opportunities to develop, refine and reflect upon skills and literacies associated with e-learning. While providing opportunities to expand and enhance the existing repertoire of technological competencies of pre-service teachers, the unit also encourages them to continue to reflect upon the cultural and critical dimensions of technological literacies.

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

Prerequisite EDFE11038 Professional Practice 1 - Introduction to Teaching
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 - 2022

- 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. **Written Assessment**
Weighting: 50%
2. **Portfolio**
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 feedback; tutor feedback

Feedback

Students enjoyed engaging with other students as a learning community as it positioned them in a classroom, rather than isolated in an online environment.

Recommendation

The focus on peer interaction and pedagogy is important and will continue, with contemporary research identifying the critical part played by communities of practice and peer networks to support teacher engagement with ICT toward transformational teaching and learning.

Feedback from Student feedback; tutor feedback; Unit Coordinator reflection

Feedback

Extensive resources in both Moodle and Teams can become difficult to navigate. Others stated that the information was easier to access and engage with than other units they had completed.

Recommendation

Provide a singular source of key learning materials and resources (Moodle). Uee Teams as a platform for collaboration.

Unit Learning Outcomes

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

1. Develop and evaluate strategies to differentiate learning in ICT-rich learning environments to meet individual learning needs
2. Design and create learning plans in which learner engagement is transformed by the use of ICT
3. Propose learning strategies that are inclusive and learner-centred
4. Model and support legal, safe and ethical practice in learners
5. Participate in and contribute to the development of a professional online learning community.

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
1.5 Differentiate teaching to meet the learning needs of students across the full range of abilities
2.6 Information and Communication Technology
3.4 Select and use resources
4.1 Support student participation
4.5 Use ICT safely, responsibly and ethically
6.2 Engage in professional learning and improve practice

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	5
1 - Written Assessment - 50%	●	●	●	●	●

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
2 - Portfolio - 50%	●	●	●	●	●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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 - Written Assessment - 50%	●	●	●	●		●		●		
2 - Portfolio - 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)
- Online blog and website

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

Kirschty Birt Unit Coordinator
k.birt@cqu.edu.au

Schedule

Week 1: The contemporary classroom - 07 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
THE CONTEMPORARY TEACHER THE CONTEMPORARY LEARNER	*Links and readings in Moodle, including:* • Goriss-Hunter, A., Sellings, P., & Echter, A. (2021). Information Communication Technology in schools: Students Exercise 'Digital Agency' to Engage with Learning. • Ratinecas, P. (2015). Meet Generation Z. • Willis, J. (2011). The science of learning. • Robinson, K. (2006). Do schools kill creativity? • refer to Week 1 Reading List	• *Topic 1 Moodle* – readings and activities (expected) • *ZOOM Session* – Tuesday 4-6pm (unless otherwise advised) *Toward assessment task 1:* • Set up **Blog**

Week 2: The nature of digital pedagogy - 14 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic

THE NATURE OF DIGITAL PEDAGOGY	*Links and readings in Moodle, including:* • Sadiku, M., Omotoso, A., & Musa, S. (2019). Digital Pedagogy. • Smartcopying website. • Baker, R. (nd). Pedagogies and digital content in the Australian school sector. • Education Services Australia. • Collins, R. (2014) Skills for the 21st Century: Teaching higher-order thinking. Curriculum and Leadership Journal, 12(14). • refer to Week 2 Reading List	• *Topic 2 Moodle* – readings and activities (expected) • *ZOOM Session* – Tuesday 4-6pm (unless otherwise advised) *Toward assessment task 1:* • Complete **Blog Introductory Post**

Week 3: Digital tools 1 - Web spaces - 21 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
DIGITAL TECHNOLOGIES 1: Web spaces	*Links and readings in Moodle* • Crouch, V., Richardson, R., & Ferguson, M. (2020). Developing digital pedagogy skills and knowledge. • refer to Week 3 Reading List	• *Topic 3 Moodle* – readings and activities (expected) • *ZOOM Session* – Tuesday 4-6pm (unless otherwise advised) *Toward assessment task 1:* • Complete and publish **Blog Reflection Task 1** for peer feedback by 29/3

Week 4: Digital tools 2 - Digital media - 28 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
DIGITAL TECHNOLOGIES 2: Digital media	*Links and readings in Moodle, including:* • Reyna, J., Hanham, J., & Meier, P. (2018). The Internet explosion, digital media principles and implications to communicate effectively in the digital space. • Jones, B. & Flannigan, S. (nd). Connecting the digital dots: Literacies of the 21st Century. New Media Consortium. • refer to Week 4 Reading List	• *Topic 4 Moodle* – readings and activities (expected) • *ZOOM Session* – Tuesday 4-6pm (unless otherwise advised) *Toward assessment task 1:* • Complete and publish **Blog Reflection Task 2** for peer feedback by 6/4

Week 5: Digital tools 3 - Presenting learning - 04 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
DIGITAL TECHNOLOGIES 3 • Presenting learning • Integrating learning	*Links and readings in Moodle* • Cooper, G., Park, H., Nasr, Z., Thong, L., & Johnson, R. (2019). Using virtual reality in the classroom: Preservice teachers' perceptions of its use as a teaching and learning tool. • refer to Week 5 Reading List	• *Topic 5 Moodle* – readings and activities (expected) • *ZOOM Session* – Tuesday 4-6pm (unless otherwise advised) *Toward assessment task 1*: • Complete and publish **Blog Reflection Task 3** for peer feedback by 11/4

Vacation Week - 11 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
		Toward assessment task 1: • Work on **Reflective Synopsis (Pecha Kucha)**

Week 6: Extending pedagogy - 18 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic
GROW YOUR PEDAGOGY • Authentic, problem-based learning • The Australian Curriculum General Capabilities	*Links and readings in Moodle, including:* • Revington, S. (nd). Defining Authentic Learning. • Williams, M. (2021). The pedagogy of innovation: collaborative challenge-based learning. • Australian Curriculum: General Capabilities • refer to Week 6 Reading List	• *Topic 6 Moodle* – readings and activities (expected) • *ZOOM Session* – Tuesday 4-6pm (unless otherwise advised) *Toward assessment task 1:* • Complete **Reflective Synopsis (Pecha Kucha)** **Analysis of Digital Technologies (Online Written & Presentation)** Due: Week 6 Friday (22 Apr 2022) 11:59 pm AEST

Week 7: General capabilities and digital pedagogy - 25 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
GENERAL CAPABILITIES AND DIGITAL PEDAGOGY	*Links and readings in Moodle, including:* • The Australian Curriculum: General Capabilities, ICT • refer to Week 6 Reading List	• *Topic 7 Moodle* – readings and activities (expected) • *ZOOM Session* – Tuesday 4-6pm (unless otherwise advised) *Toward assessment task 2:* • Complete Portfolio item: **General Capabilities statements** • Complete Portfolio item **General Capabilities Pedagogy Map**

Week 8: Online collaboration and professional learning - 02 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
ONLINE COLLABORATION AND PROFESSIONAL LEARNING 1	*Links and readings in Moodle, including:* • Väätäjä, J. O., & Ruokamo, H. (2021). Conceptualizing dimensions and a model for digital pedagogy. • Dron, J. & Anderson, T. (2014). Teaching crowds: Learning and social media. Athabasca University Press • UNESCO (2014). ICT4Edu Trends. • NEA (ND). Preparing 21st Century students for a global society: An educator's guide to the "Four Cs" • refer to Week 6 Reading List	• *Topic 8 Moodle* – readings and activities (expected) • *ZOOM Session* – Tuesday 4-6pm (unless otherwise advised) *Toward assessment task 2:* • Create **digital curation collection** with **curator insight**

Week 9: Online collaboration and professional learning - 09 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
ONLINE COLLABORATION AND PROFESSIONAL LEARNING 2	*Links and readings in Moodle, including:* • Lunevich, L. (2021). Critical Digital Pedagogy and Innovative Model, Revisiting Plato and Kant: An Environmental Approach to Teaching in the Digital Era. • Refer to Week 9 Reading List	• *Topic 9 Moodle* – readings and activities (expected) • *ZOOM Session* – Tuesday 4-6pm (unless otherwise advised) *Toward Assessment Task 2:* • Complete **curated collection**, collaboration and networking • Start **mini-unit design**

Week 10: ICT learning design and learning narratives - 16 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
LEARNING DESIGN WITH ICT • Learning narratives	*Links and readings in Moodle* • refer to Week 10 Reading List	• *Topic 10 Moodle* – readings and activities (expected) • *ZOOM Session* – Tuesday 4-6pm (unless otherwise advised) *Toward Assessment Task 2:* • Design **mini-unit** • Complete **ICT plan** for mini-unit (to be included in your mini-unit plan) • Complete **Student Narrative**

Week 11: Professional learning expectations and standards - 23 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
PROFESSIONAL LEARNING • Standards and reflection **NEW TECHNOLOGIES**	*Links and readings in Moodle, including:* • AITSL standards - ICT elaborations • New Media Consortium (2016). Horizon Report, K-12 Edition • refer to Week 11 Reading List	• *Topic 11 Moodle* – readings and activities (expected) • *ZOOM Session* – Tuesday 4-6pm (unless otherwise advised) *Toward assessment task 2:* • Complete **reflection on AITSL standards 6.2 and 7.4** and **online collaboration experience.**

Week 12: Assessment preparation and submission - 30 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
e-PORTFOLIO, FEEDBACK AND REFLECTION		• *ZOOM Drop-in Session* – Tuesday 4-5pm (unless otherwise advised) **e-LEARNING DESIGN PORTFOLIO (Website)** Due: Week 12 Friday (3 June 2022) 11:45 pm AEST

Assessment Tasks

1 Analysis of Digital Technologies (Online Written & Presentation)

Assessment Type
Written Assessment

Task Description

Task Overview
This assessment task will be completed in your online blog. It comprises Part A: a series of weekly reflection tasks, and culminates in Part B: the submission of a Reflective Synopsis Presentation.

Part A: Weekly Embedded Tasks – Blog Reflections 1-3 – 30%
Each week of weeks 3, 4 and 5 you will publish a blog posting (Reflections 1-3) in response to an embedded activity and task to address three different digital tools (one from each week). These are outlined in the Moodle unit materials. Each posting will equate to a possible 10 marks at the time of final grading (a total of 30 marks out of 50, or 60% of your overall grade for Assessment Task 1).
Late submission of these embedded tasks will not be permitted except by arrangement with your tutor. Systematic and regular blog postings and participation in unit activities are essential. You are required to comment on the posts of at least 2 peers. The purpose of commenting is to make a timely contribution to the learning of others. Late commenting or posting of your own reflections, beyond the timeframe of each activity, will limit your capacity to demonstrate the professional networking requirement of the task. Improvements can be made to your posts following formative peer feedback and discussion, up until the final AT1 due date.
You must use one of the provided ***Models of Effective Feedback*** to guide your comments. The Reflective Synopsis (Part B of Assessment Task 1) is a culminating reflection on your professional learning about digital pedagogy.
References are required on each blog post.

Part B: Reflective Synopsis – *Pecha Kucha* 20%
Pecha Kucha ("chit chat" in Japanese) – a 20x20 presentation format showing 20 chosen images, each for 20 seconds. In other words, you've got 400 seconds to tell your story, with voice supported by visuals to guide the way.
Your r**eflective synopsi**s, to be presented as a *Pecha Kucha:*

- draws together the **key ideas and conclusions emerging from your reflections** including the embedded assessment tasks, as well as your responses to the stimulus questions from Weeks 1 and 2;
- provides an **overview of the learning process and what you have learned**. It then proceeds to draw upon your experiences by identifying how your beliefs, knowledge and skills (both technical and pedagogical) have grown or been developed. In this process, you should support your claims through reference to the readings (or other sources presented in the unit) and to your own experience. In this way, you will link the impact and intent of engagement with the resources and activities of this course on your beliefs, knowledge and skills with regard to digital pedagogy and e-learning;
- will present a **summarised conclusion** to identify how your learning will support future learning;
- will also include an **evaluation of professional learning**, with justified examples of how online interaction with others (providing and responding to feedback in through blog posting comments), has enhanced your

professional growth and understanding of online professional learning as a teacher. **Evidence** can be provided through links to blog posts and comments, or through the insertion of screen captures.

The *Pecha Kucha* format is important. It is there to ensure that you are:

- concise and relevant in the reflection on and evaluation of your learning;
- knowledgable in your planning of an academically rigorous discourse;
- able to present a coherent case. You must adhere to the provided template format.

Details

- **WORD COUNTS Embedded Tasks 1-3** 500-700 words each + images and references; Pecha Kucha (spoken) 900-1200 words + references... 20 slides + title and reference page/s
- **DUE DATES Formative Reflection Tasks 1-3** (29/3, 6/4, 11/4) + timely **peer feedback** throughout; **Reflective Synopsis – Pecha Kucha** (22/4)
- A **Pecha Kucha transcript**, with referencing, must be uploaded onto Moodle for a TurnItIn check.

Further details of these tasks together with the marking criteria are embedded in the Moodle Assessment Portal. Weekly Moodle materials provide additional support.

Assessment Due Date
Week 6 Friday (22 Apr 2022) 11:59 pm AEST
This assignment includes three nested tasks, which are due weekly in Weeks 3, 4 and 5 for peer feedback. See Unit Profile Schedule. Together with the formative peer interactions and Reflective Synopsis (Pecha Kucha), the full task is due in Week 6.

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

- Propose learning strategies that are inclusive and learner-centred.
- Participate in and contribute to the development of a professional online learning community.
- Develop and evaluate strategies to differentiate learning in ICT-rich learning environments to meet individual learning needs.
- Design and create learning plans in which learner engagement is transformed by the use of ICT.
- Model and support safe, legal and ethical practice.

Referencing Style

- [American Psychological Association 7th Edition (APA 7th edition)](#)

Submission
Online

Submission Instructions
Please submit a Word document Cover Sheet with a link to your blog and any other relevant online sites. Submit your Reflective Synopsis as a PPT in the provided format (Pecha Kucha). It must be less than 100MB. If you wish to provide additional information beyond inserted screen captures, please provide these as links within your text. Also include a text transcript of your Pecha Kucha voice over and assessable blog posts.

Learning Outcomes Assessed

- Develop and evaluate strategies to differentiate learning in ICT-rich learning environments to meet individual learning needs
- Design and create learning plans in which learner engagement is transformed by the use of ICT
- Propose learning strategies that are inclusive and learner-centred
- Model and support legal, safe and ethical practice in learners
- Participate in and contribute to the development of a professional online learning community.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Ethical practice

2 e-LEARNING DESIGN PORTFOLIO (Website)

Assessment Type
Portfolio

Task Description

Task Overview

When you plan a sequence of learning experiences, it should always be founded upon the nature of the content, the learning outcomes, and your values and beliefs about effective classroom pedagogy and learning.

This task is designed to make explicit to the reader your decision-making process and thinking as you work towards the engagement of your learners in a short sequence of lessons in your classroom. The designed learning sequence should meet the descriptors of learning at the modification and redefinition levels of SAMR as has been expanded upon in Assessment 1, Reflective Synopsis. It should demonstrate high-end digital pedagogy, and complex, problematic, authentic learning.

- The learning sequence will be drawn from an idea/site/resource that you have discovered online. The assessment task uses digital curation as a collaborative process through which you will share, and possibly find your selected resource.
- As part of the process of finding and selecting resources, you will create and share, and engage with others through the creation of a digital curated collection of artifacts in a *Padlet* (or equivalent). As with Assessment 1, this task is built upon timely and active participation in the unit and its activities.
- As a group, you are interdependent, and you will demonstrate and evidence this professional engagement through interchanges in your curated digital collections of teaching ideas. This interchange will inform a final reflection on your professional engagement as it is aligned with AITSL Graduate Standards 6.2 and 7.4.
- Your decision-making processes will be scaffolded through a series of tasks, embedded in the Moodle materials. Each of the tasks will result in the creation of a portfolio artifact which will be uploaded and stored in your website portfolio. Together, these artifacts will justify your decisions as you plan your learning series and will act together as a collection of items that are presented in your portfolio to demonstrate your insight.
- Your portfolio will culminate in a learning narrative, which is written from the perspective of a learner in your classroom. It is the story of the key events experienced by your learner as they proceed through the learning sequence. It will evidence the actioning of the plans that you have drawn together.

Your portfolio will be presented as a website (Google Sites/Wix/Weebly/Wordpress), however, it is anticipated that it will likely include artifacts (linked and embedded) that may be presented on other online sites.
The total length of this task is anticipated to be the equivalent of 3000 words.

Task Details

The portfolio artifacts are created regularly throughout Weeks 6 – 12. Details and models will be presented in the Moodle materials each week.

The portfolio must include the following, in the form of your choice:

- A **pedagogy 'map'** that integrates digital pedagogy with the **Australian Curriculum: General Capabilities** for your discipline area.
- A link to a **curated collection of digital resources**, in which a single resource/artifact is selected to underpin the design of a learning sequence that maximises the potential of digital pedagogy. If you are combining more than one element, identify both/all of them.
- A link to your **curator's insight** which is attached to a selected single resource/artifact (or your nominated collection) in your curated collection that shares your insight into the value of the artifact(s) to support transformative learning design, and how it will be used in your classroom context.
- The development of a l**earning sequence (mini-unit)**, based on this selected resource/artifact. The planning should reflect the pedagogy identified in your pedagogy 'map', as well as the use of digital technologies to transform learning as identified in your **ICT alignment plan**.
- A brief **profile of a representative student** in your class, including their learning needs. A **narrative,** written from the perspective of the student (written in first person), showing how your students will "live" the digital pedagogy that you have identified in your pedagogy and ICT alignment map.

As in Assessment task 1, these artifacts are regarded as documentation of your learning from Weeks 6 through 12, and it is not intended that they are only created for assessment purposes. Thus, it is anticipated that they are generated progressively through the term in response to the unit materials and activities.
Further details are available in the Key Unit Information in the unit Moodle Home Page.

Assessment Due Date
Week 12 Friday (3 June 2022) 11:45 pm AEST
This task must be uploaded using the Assessment 2 link in Moodle. Please submit a Word document transcript that contains the relevant text sections of the task as outlined above. Please provide a link to your online space within which you have assembled your artefacts as outlined in the task. You must ensure that, where necessary, you include login details (username and password) to allow access to your site.

Return Date to Students

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

Weighting
50%

Assessment Criteria

- Propose learning strategies that are inclusive and learner-centred.
- Participate in and contribute to the development of a professional online learning community.
- Develop and evaluate strategies to differentiate learning in ICT-rich learning environments to meet individual learning needs.
- Design and create learning plans in which learner engagement is transformed by the use of ICT.
- Model and support safe, legal and ethical practice

Referencing Style

- [American Psychological Association 7th Edition (APA 7th edition)](#)

Submission
Online

Submission Instructions
Please submit a Word document that contains the relevant sections of the task as outlined above. Please provide a link to your online space within which you have assembled your artefacts as outlined in the task. Please ensure that, where necessary, you include login details (username and password) to allow access to your site.

Learning Outcomes Assessed

- Develop and evaluate strategies to differentiate learning in ICT-rich learning environments to meet individual learning needs
- Design and create learning plans in which learner engagement is transformed by the use of ICT
- Propose learning strategies that are inclusive and learner-centred
- Model and support legal, safe and ethical practice in learners
- Participate in and contribute to the development of a professional online learning community.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

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