**DIGITAL MEDIA ASSIGNMENT EXAMPLES**

Incorporating a **Slowmation** in a University Assessment Task

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| **Subject** | Science Curriculum 2 |
| **Degree** | BEd (secondary) / Grad Dip Ed (secondary) |
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| **University** | Queensland University of Technology |
| **Year level** | Year 4 / 2 |
| **Context** The core unit was an integrated science discipline methods unit designed to familiarise pre-service teachers with pedagogical skills for designing and conducting laboratory lessons. |
| **Assessment Task****Title**: **Presentation Lesson**Each student is required to co-present a practical, hands-on science lesson to their peers. This is a group presentation of 3-4 students of 50 minute duration. It is possible that 2 groups join to present a ‘double lesson’. |
| **Marking Rubric**(see below) |

**Science Curriculum 2 Units Criteria Sheet - Core Assignment 2 (Presentation) - 70%**

**Student’s Names:**

**Part 1**

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| **Criteria** | **Very Low** | **Low** | **Satisfactory** | **High** | **Very High** |
| 1. Sound Lesson design
	1. Introduction
	2. Body
	3. Conclusion
 | Response indicates very little understanding of the structure of a lesson. A, b, or c clearly missing. |  | Response indicates a good understanding of the structure of a lesson. A, b, and c present in some form. |  | Response indicates insight into lesson structuring and flow between a, b and c. |
| 1. Inclusive teaching strategies and sharing of resources.
 | Response indicates little if any inclusive teaching strategies or sharing of resources. |  | Response indicates a good understanding of inclusive teaching strategies and sharing of resources. |  | Response indicates an excellent understanding of how inclusive strategies facilitate engagement and sharing of resources..  |
| 1. Understanding of content knowledge.
 | Response indicates little understanding of the topic. Conceptual errors numbered more than 4. |  | Response indicates a good conceptual understanding of the topic. Only 2 conceptual errors may have been present. |  | Response indicates an insightful understanding of the topic. No obvious conceptual errors. |
| 1. Teaching and learning technologies use.
 | Response indicates little consideration has been made with respect to teaching technologies. |  | Response indicates some consideration has been made with respect to teaching technologies in that PowerPoint has been used. |  | Response indicates some consideration has been made with respect to teaching technologies in that PowerPoint and at least one other ICT has been used. |
| 1. Positive emotional energy and empathy.
 | Response indicates little consideration has been made with respect to emotional energy and empathy. |  | Response indicates some consideration has been made with respect to emotional energy and / or empathy. |  | Response indicates considerable effort has been made with respect to both emotional energy and empathy. Specific instances noticeable. |
| 1. Student diversity
 | Response indicates little consideration has been made with respect to catering for student diversity. |  | Response indicates some consideration has been made with respect to catering for student diversity. |  | Response indicates considerable effort has been made with respect to catering for student diversity. Specific instances noticeable. |
| 1. Workplace health and Safety
 | Response indicates little care and attention given to workplace, health and safety. Obvious breaches evident in presentation. |  | Response indicates some care and attention given to workplace, health and safety. No more than 1 minor breaches evident in presentation. |  | Response indicates obvious attention given to workplace, health and safety. NO breaches evident in presentation. |

**Substantive Comments:**

Part 2. Reflection

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| **Criteria** | **Very Low** | **Low** | **Satisfactory** | **High** | **Very High** |
| 1. Links with Literature
 | Response indicates no links between your practice and science education literature. |  | Response indicates a few links between your practice and science education literature as per course materials. |  | Response indicates a few links between your practice and science education literature which go beyond course materials. |
| 1. Evidence Based Critical Reflection
 | Response indicates little if any evidence based critical reflection. |  | Response indicates some evidence based critical reflection. |  | Response indicates insightful evidence based critical reflection. |
| 1. Issues Requiring Further Development
 | Response indicates little understanding of pedagogical and conceptual issues in need of further development. |  | Response indicates some understanding of pedagogical or conceptual issues in need of further development. |  | Response indicates insightful understanding of both pedagogical and conceptual issues in need of further development. |
| 1. Presented material with careful attention to:
	1. Organisation.
	2. Layout.
	3. Grammar.
	4. APA referencing.
 | Response indicates little consideration has been made with respect to editing and proofreading of work. Inconsistent usage of APA referencing. |  | Response indicates some consideration has been made with respect to editing and proofreading of work. Good usage of APA referencing. |  | Response indicates careful consideration has been made with respect to editing and proofread of work, and the usage of APA referencing. |

**Substantive Comments:**