

Assessment 1: Case Study – Mapping student Digital Citizenship (1500 words) 35% of final grade

Education Futures / Digital Citizenship (EDUC 1084)

Name:				Tutor:			
Key components of this assignment	High Distinction	Distinction	Credit	Pass 1	Pass 2	Fail 1	Fail 2
Part A Student Digital Presence and Citizenship 50%	Fantastic introduction to digital citizenship and the context of the study. Extremely well-structured method section. Outstanding and highly detailed overview of the digital tools that students use, including why they use them, when and how often. Excellent insight into the kinds of info that students share about themselves online. Outstanding teacher reactions provided.	Great introduction to digital citizenship and the context of the study. Very well- structured method section. Excellent and detailed overview of the digital tools that students use, including why, when, and how often they use them. Great insight into the kinds of info that students share about themselves online. Excellent teacher reactions provided.	Very good introduction to digital citizenship and the context of the study. Reasonably well- structured method section. Good overview of the digital tools that students use, including why, when, and how often they use them. Reasonable insight into the kinds of info that students share about themselves online. Good amount of teacher reactions provided.	Basic introduction to digital citizenship and the context of the study. The method section is brief. Basic overview of the digital tools that students use, including why, when, and how often they use them. Some insight into the kinds of info that students share about themselves online.	Brief introduction to digital citizenship and the context of the study. Basic overview of the digital tools that students use, including why, when, and how often they use them. Limited insight into the kinds of info that students share about themselves online.	Does not clearly introduce digital citizenship and the context of the study. Minimal overview of the digital tools that students use, without enough information about why, when, and how often they use them. Very limited insight into the kinds of info that students share about themselves online.	Does not introduce digital citizenship and does not provide the context of the study. Little or inappropriate overview of the digital tools that students use, and/or limited or absent reasons for using them. No insight into the kinds of information that students share about themselves online.
Part B Exploration of two digital spaces 25%	Comprehensive explanation of the ownership structure and incorporated location of each digital service. Thorough and highly critical discussion and comparison of students' rights and responsibilities of use, vulnerabilities, and inconsistencies.	Excellent explanation of the ownership structure and incorporated location of each digital service. Detailed and reflective discussion and comparison of students' rights and responsibilities of use, any vulnerabilities, and inconsistencies.	Good explanation of the ownership structure and incorporated location of each digital service. Good discussion and comparison of students' rights and responsibilities of use and any vulnerabilities and inconsistencies are described.	Satisfactory explanation of the ownership structure and incorporated location of each digital service. Satisfactory discussion and comparison of students' rights and responsibilities of use and any vulnerabilities and inconsistencies are described.	Limited explanation of the ownership structure and incorporated location of each digital service. Has briefly summarised students' rights and responsibilities of use and any vulnerabilities and inconsistencies are described.	Only one digital service is described. Little explanation of how ownership structure or incorporated location of the digital service is included. Limited discussion and comparison of students' rights and responsibilities of use. Vulnerabilities and inconsistencies are not discussed or analysed.	Only one digital service is described with an inappropriate explanation of the ownership structure or incorporated location of the digital service. Inappropriate discussion and comparison of students' rights and responsibilities of use. Vulnerabilities and inconsistencies are not discussed or analysed.

Writing conventions and appropriate referencing 10%	Communicates ideas extremely clearly with no spelling or grammatical errors. UniSA Harvard referencing style is followed with no errors. Statements of facts and claims are thoroughly and consistently supported by evidence/citations.	Communicates ideas very well with very few spelling or grammatical errors., UniSA Harvard referencing style is followed with minor errors. Statements of facts and claims are consistently supported by evidence/citations with minor exceptions.	Communicates ideas well with a few spelling or grammatical errors. UniSA Harvard referencing style is followed with limited errors. Statements of facts and claims are mainly supported by evidence/citations with limited exceptions.	Ideas are communicated well, some spelling, grammar, punctuation, language issues. Harvard UniSA referencing used but with errors. Statements of facts and claims are somewhat supported by evidence/citations.	commun however gramma understa referenc but with statemen claims a supporte evidence	e/citations.	understanding. UniSA referencing style is not always followed, and statements of facts and claims are only minimally supported by evidence/citations.	Ideas are not communicated at all well, with major issues with spelling and grammar affecting understanding. Limited or incorrect referencing. Statements of fact and claims are not supported by evidence/citations.	
Collaboration with external stakeholders 15%	Actively participated in all group discussions and activities, listening to, sharing ideas with, and supporting others. Worked consistently for the good of the team.	Actively participated in all group discussions and activities, listening to, sharing ideas with, and supporting others. Worked for the good of the team.	Participated in all group discussions and activities, listening to, sharing ideas with, and supporting others. Worked for the good of the team.	Participated in all group discussions and activities, listening to, sharing ideas with, and supporting others. Worked for the good of the team.	Limited participation in group discussions and activities, listening to, sharing ideas with, and supporting others.		participation in group discussions and	No participation in group discussions and activities, listening to, sharing ideas with, and supporting others.	
Summary Comment:						Notation Notational %	Descriptor		
						HD 85-100	Outstanding performance on all learning outcomes		
						D 75-84	xcellent performance on all learning outcomes		
						C 65-74 P1 55-64	riign performance on all learning outcomes OR excellent performance on the majority of the learning outcomes Satisfactory performance on all learning outcomes OR high performance in some learning outcomes		
						P2 50-54	Satisfactory performance on the majority of learning outcomes		
						F1 40-49	Unsatisfactory performance on a number of learning outcomes OR failure to meet specified assessment requirements		
Grade:						F2 Below 40	Unsatisfactory performance on the majority of learning outcomes		