

Education Futures / Digital Citizenship (EDUC 1084)

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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.

