Assessment 2: Reflection and Lesson Plan (2000 words)
40% of final grade

UniSA | 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 **Trends and issues in digital citizenship** **20%**	Comprehensive explanation of at least two issues. Thorough and highly critical discussion and explanation of how those issues relate to digital citizenship and learning. At least 3 scholarly sources used.	Excellent explanation of at least two issues. Detailed and reflective discussion and explanation of how those issues relate to digital citizenship and learning. At least 3 scholarly sources used.	Good explanation of at least two issues. Good discussion and explanation of how those issues relate to digital citizenship and learning. At least 3 scholarly sources used.	Satisfactory explanation of at least two issues. Satisfactory discussion and explanation of how those issues relate to digital citizenship and learning. At least 2 scholarly sources used.	Basic explanation of at least two issues. Minimal discussion and explanation of how those issues relate to digital citizenship and learning. At least 2 scholarly sources used.	Only one issue is described. Little explanation of how the issue relates to digital citizenship and learning. Only 1 scholarly source used.	Only one or no issue is described. Inappropriate explanation of how the issue relates to digital citizenship and learning. No scholarly sources used.
Part B **Digital citizenship in an educational context** **25%**	Outstanding and highly detailed description of an educational context. Outstanding and synthesised overview of how digital rights and responsibilities are implemented in the context.	Excellent and detailed description of an educational context. Excellent and detailed overview of how digital rights and responsibilities are implemented.	Good description of an educational context. Good overview of how digital rights and responsibilities are implemented in the context.	Satisfactory description of an educational context. Basic overview of how digital rights and responsibilities are implemented.	Basic description of an educational context. Very basic overview of how digital rights and responsibilities are implemented.	Minimal description of an educational context. Little overview of how digital rights and responsibilities are implemented in the context.	Inappropriate description of an educational context, with an extremely limited overview of how digital rights and responsibilities are implemented in the context.
Part C **Designing and delivering a lesson on digital citizenship** **30%**	An outstanding lesson plan, linked to the AC, including all activities undertaken, timing and resources used. A thorough description of how you felt it went and what you would improve next time, as well as thorough feedback from the mentor teacher, and a thoughtful reflection on how you would implement that feedback.	An excellent lesson plan, linked to the AC, including all activities undertaken, timing and resources used. A great description of how you felt it went and what you would improve next time, as well as detailed feedback from the mentor teacher, and an excellent reflection on how	A good lesson plan, linked to the AC, including most of the activities undertaken, timing and resources used. A good description of how you felt it went and what you would improve next time, as well as feedback from the mentor teacher, and a good reflection on how you would implement that feedback.	A satisfactory lesson plan, linked to the AC, including most of the activities undertaken, timing and/or resources used. A satisfactory description of how you felt it went and what you would improve next time, as well as limited feedback from the mentor teacher, and only a brief reflection on how you would implement that feedback.	A basic lesson plan, linked to the AC, including some of the activities undertaken, timing and/or resources used. A very basic description of how you felt it went and what you would improve next time, as well as very limited feedback from the mentor teacher, and minimal reflection on how you would implement that feedback.	A very brief lesson plan, not linked to the AC, with only a vague idea of what activities were undertaken, timing and/or resources used. Little explanation of how you felt it went and what you would improve next time. No feedback from the mentor teacher provided.	An inappropriate lesson plan, not linked to the AC, or no lesson plan provided. Did not implement lesson plan, and therefore no feedback was provided.

		you would implement it.					
Conclusion 15%	A comprehensive conclusion that outlines the big takeaways for the student this semester, what we now know about digital citizenship and school students, and a thoughtful reflection on what needs to be considered when designing digital citizenship lessons.	An excellent conclusion that outlines the big takeaways for the student this semester, what we now know about digital citizenship and school students, and a detailed reflection on what needs to be considered when designing digital citizenship lessons.	A good conclusion that outlines some big takeaways for the student, and what we now know about digital citizenship and school students. A good reflection on what needs to be considered when designing digital citizenship lessons.	A satisfactory conclusion, outlining one or two big takeaways for the student, and what we now know about digital citizenship and school students. A satisfactory reflection on what needs to be considered when designing digital citizenship lessons.	A limited conclusion, outlining only one takeaway for the student. A basic outline of what we now know about digital citizenship and school students, with a very basic reflection on what needs to be considered when designing digital citizenship lessons.	A very limited conclusion, with no real identification of a big takeaway for the student. A very brief outline of what is now known about digital citizenship and school students was provided, with no reflection on what should be considered when designing digital citizenship lessons.	No conclusion was provided, or the conclusion was inappropriately written. No consideration of what we now know about digital citizenship and schools, nor what should be considered when designing digital citizenship lessons.
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.	Ideas are generally communicated well; however spelling or grammatical errors affect understanding. UniSA referencing style is used but with errors and statements of facts and claims are only minimally supported by evidence/citations.	Ideas are not communicated well, with spelling and grammar errors seriously affecting 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.

Summary Comment:

Grade:

Grade	Notation	Notational %	Descriptor
High distinction	HD	85-100	Outstanding performance on all learning outcomes
Distinction	D	75-84	Excellent performance on all learning outcomes
Credit	C	65-74	High performance on all learning outcomes OR excellent performance on the majority of the learning outcomes
Pass level 1	P1	55-64	Satisfactory performance on all learning outcomes OR high performance in some learning outcomes
Pass level 2	P2	50-54	Satisfactory performance on the majority of learning outcomes
Fail level 1	F1	40-49	Unsatisfactory performance on a number of learning outcomes OR failure to meet specified assessment requirements
Fail level 2	F2	Below 40	Unsatisfactory performance on the majority of learning outcomes