

## 2.5.2 Report

<b>Weight:</b>	60%
<b>Type of Collaboration:</b>	Individual

<b>Curriculum Mode:</b>	Report
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### ASSIGNMENT 2: ENGAGEMENT WITH AN EDUCATIONAL ISSUE

Individual assessment: This assessment requires you to demonstrate your ability to read and interpret empirical findings and associated recommendations from a research article and apply these to a learning activity/element of a lesson plan for improved pedagogical practice.

In order to complete this assignment, you will need to select one research paper from a set of provided papers, as well as a learning activity/element of a lesson plan from (one of your) chosen key learning areas (KLAs). The purpose of your essay is to demonstrate how your chosen article, and the recommendations for teaching practice therein, influence your chosen learning activity/element of a lesson plan.

**LENGTH: 2000 WORDS, EXCLUDING REFERENCE LIST (NB: PORTIONS OF THE ASSESSMENT WHICH EXCEED THE 10% OVER WORD LIMIT WILL NOT BE GRADED)**

### ASSIGNMENT 2 DETAILS

The aim of this assessment is for you to demonstrate your ability to critically apply research to the development of classroom activities.

In order to complete this assessment, you need to:

- Choose one article from those provided for this assessment and perform a close, critical read/analysis of this article's literature review, methods, results, conclusions and recommendations. Articles will be available through vUWS.
- From this reading, locate its recommendations for practice and note how they would apply to your KLA and across stages. [NB: Papers might not have an explicit "recommendations" section. Rather, recommendations for practice may be interspersed throughout the article as the author(s) present and discuss the findings. Some recommendations might also be included within a "conclusions" section.]
- Locate a learning activity/element of a lesson plan (not the whole lesson plan, which would be too large in scope);
- Use insights from your chosen article to reconsider and revise your chosen learning activity/element. You may add or revise elements related to classroom procedure, physical layout of the classroom, materials, medium of delivery, content, differentiation, and/or groupings/organisation of students. **All changes/additions must be explained and justified using insights from your chosen research article.**

Some suggestions for online sources include:

- NESA resources ( <http://syllabus.NESA.nsw.edu.au/support-materials/programming/>);
- Australian Curriculum Lessons ( <http://www.australiancurriculumlessons.com.au/>);
- OR may be drawn from lesson plans you are working with in other units of study.

*Please note: You are not permitted to write your own learning activity/element and then revise your own work. Your chosen learning activity/element must be drawn from external sources and you will need to clearly reference your source (APA).*

**To successfully complete this assessment, your final essay should:**

- Briefly introduce the educational issue addressed in your chosen article (e.g teaching gifted students, classroom management, social and emotional learning, etc).
- Identify and explain how the main issue discussed in the research article is relevant, both broadly and specifically, within your KLA.
- Provide a brief critical reading of your article, discussing how the cited background research, the methods used for data collection, and findings of the analysis support the author(s)'s recommendations for classroom practice.
- Describe your chosen learning activity/activities (don't forget to reference the resource!). Using both your chosen article (as your primary reference), as well as other readings from the field, assess the activity and highlight its strengths/weaknesses in light of the chosen article recommendations and other readings you have engaged with.
- Clearly state: 1) the implications for teaching practice as informed by your chosen article and the 2) revisions you would make to your chosen learning activity based on these recommendations. Most importantly, justify these using your chosen article and other readings.

NOTE: Although you are to work from your selected article and textbooks, you must also incorporate additional empirical journal articles (not opinion pieces) into your justification for revisions of the activity. Weaving these additional sources into your essay will support your chosen revisions to your classroom activity. These additional references do not guarantee a higher mark but they are a necessary prerequisite for obtaining one.

### WHAT DO I NEED TO SUBMIT?

Electronic file in MS Word Office format to be submitted via the relevant Turnitin assessment link on the unit's vUWS page. Include the title of your critique, your name and student number, and word count on the first page of your submission. Present your work professionally, demonstrating appropriate academic literacy including APA 6th edition referencing.

### SUBMISSION DETAILS

- Submit a *draft* of your assignment (not a PDF) to *Turnitin* at least a week prior so you have time to review your Originality Report and edit your work.
- Submit an electronic copy of your final assignment to *Turnitin* by the due date (include your reference list).
- Assignments submitted after the due date and time, without an approved extension, will be penalised 10% per day for late submission.
- You must keep a copy of your assignment.

### ASSESSMENT STANDARDS

The assessment standards outline what is expected for each of these criteria in order to pass this assignment, and to gain higher grades of Credit, Distinction and High Distinction. All markers use these standards when assessing your work and you are strongly advised to use them to self-assess prior to submitting your assignment.

#### Assessment criteria

- Provides a clear and coherent description of the chosen educational issue, highlighting its relevance for teaching practice;
- Demonstrates critical reading of chosen article, highlighting article's justification for recommendations;
- Provides clear and coherent description of chosen learning activity, highlighting links to chosen educational issue;
- Supports revisions/additions to learning activity using critical understanding of chosen article;
- Presents work professionally, with clear academic writing and within the word limit; and,
- Uses the APA referencing style correctly for both in-text citations and reference list.

#### Marking Criteria:

Criteria	High Distinction	Distinction	Credit	Pass	Unsatisfactory
	51 - 60 / 60	45 - 50.5 / 60	39 - 44.5 / 60	30 - 38.5 / 60	0 - 29.5 / 60
Provides a clear and coherent description of the chosen educational issue, highlighting its relevance for teaching practice (12, 20%)	Chosen educational issue and its relevance for teaching practice are engagingly and accurately highlighted at the outset.	Concisely and coherently describes chosen educational issue and convincingly supports its relevance for teaching practice.	Clearly describes chosen educational issue and overviews relevance for teaching practice.	Provides a basic description of chosen educational issue and relevance for teaching practice.	Lacks description of chosen educational issue and/or fails to highlight relevance for teaching practice.

Criteria	High Distinction	Distinction	Credit	Pass	Unsatisfactory
Demonstrates critical reading of chosen article, highlighting article's justification for recommendations (12, 20%)	Evaluation of the various elements of the research process as articulated in the article is excellent. Evidence of a strong, critical understanding of the process by which recommendations are generated.	Critical reading of the article is strong and balanced. Good attempt to critically analyse the journal article under evaluation and demonstrates thorough understanding of the research process by which recommendations are generated.	Sound critical reading attempted. Reasonably attempts to critically track the author(s)' research process by highlighting and evaluating elements of the article. Articulates process by which research findings are used to justify recommendations.	Some critical reading apparent. Attempts to critically track the author(s)' research process. Identifies article's use of research findings to justify recommendations.	Lacks evidence of critical reading of the chosen article. Does not discuss author(s)' process of moving from research question to recommendations for practice.
Provides clear and coherent description of chosen learning activity, highlighting links to chosen educational issue. (12, 20%)	Provides an excellent description of learning activity, including screen shots and imagery where appropriate. Demonstrates sophisticated use of supplementary research texts to argue the relevancy of chosen educational issue to learning activity and their KLA more broadly.	Provides a rich description of learning activity, including screen shots and imagery where appropriate. Convincingly argues relevancy of chosen educational issue to learning activity and the KLA more broadly, using supplementary research texts.	Provides a clear, straightforward description of learning activity, making strategic links throughout to the chosen educational issue and to the KLA more broadly.	Provides a basic description of chosen learning activity. Mentions educational issue, but struggles to make explicit links.	Lacks evidence of thoughtful selection of learning activity. Links to chosen educational issue are absent or not well-articulated.
Supports revisions/additions to learning activity using critical understanding of chosen article. (18, 30%)	Provides highly insightful and cohesive revisions/additions to the learning activity using article recommendations and supplementary research texts as justification for these changes. Acknowledges the wide-ranging possibilities and affordances of such considerations across their chosen KLA.	Coherently justifies revisions/additions to the learning activity using the chosen article. Strategically employs supplementary research texts to strengthen this justification. Some attempt to look outwards to consider implications for practice beyond this single activity.	Links between revisions/additions to the chosen learning activity and recommendations from the chosen article are well-established and clearly articulated.	Provides basic links between suggested revisions/additions to the chosen learning activity and recommendations from the chosen article.	Links between suggested revisions/additions and recommendations from the chosen article are absent or not well-articulated.
Presents work professionally, with clear academic writing and within the word limit (3, 5%) Reports. Greater than or less than 10% of word limit will NOT be accepted for marking.	Well-structured paper or innovative presentation; explicitly identifies the key issues; cohesive, grammatically correct structure; very few typographic or spelling errors.	Clear and concise structure; strengthened by relevant research; grammar and syntax mostly correct; cohesive text within word/time length; discriminating use of appropriate vocabulary; few typographic or spelling errors.	Well-structured and coherent text; effective grammatical expression; adheres to word/time length; uses appropriate terminology; may have minor typographic and /or spelling errors.	Generally clear; paper/presentation has introduction, body and conclusion; developed with student's voice; sentences coherent and grammatically correct; within word/time length; may have some typographic and /or spelling errors.	Work lacks structure; little evidence paper has been edited; terminology inappropriate; frequent spelling/typographic errors.

Criteria	High Distinction	Distinction	Credit	Pass	Unsatisfactory
Uses APA referencing style correctly, including competently integrating evidence. (3, 5%)	Consistently accurate APA referencing; highly competent integration of evidence, submit; original work.	Consistently accurate APA referencing; competent integration of evidence, original work with insignificant matches.	Mostly accurate APA referencing; Analysis well developed with student's voice and supported by literature and research.	Generally accurate APA referencing; Some appropriate use of evidence but needs to be better integrated.	Poor paraphrasing; over-reliance on quotes; no or inaccurate reference list and poor in-text referencing.