

## Participant 3

<b>How is TP developed?</b>	<b>Description of Artefacts</b>	<b>Reflections</b>
How have the resources been organised? How has the academic facilitated asynchronously?  Examine any artefacts related to TP...	Refer to the PPT of artefacts for participant 3. There is simplicity in accessing the resources- clearly structured, well-labelled and many uploaded resources. P3 has created folders according to the units within the Module so that students are able to clearly identify the topic.	P3 believes in giving the students as much information as possible. This sentiment is not shared by all the other participants- in particular P6 and P7.
<b>Is the choice of ICTs appropriate for the content?</b>	<b>Description of Artefacts</b>	<b>Reflections</b>
What ICTs have been used? How are these ICTs used in relation to the content?  Examine any artefacts related to TCK...	P3 has made use of the discussion tool within the LMS. There are a range of activities in which the students need to access various resources such as articles, videos etc. P3 has also made available all the synchronous recordings.	There needs to be more of a presence from P3. Very few students have participated in the discussion threads. Likewise, even though the recordings are available for download, only one person has downloaded them so far.
<b>How has ICTs been integrated with the development of graduate attributes?</b>	<b>Description of Artefacts</b>	<b>Reflections</b>
Which embedded tools have been used within the LMS? Have other ICTs been included? How have the ICTs been used? Examine any artefacts related to TPK.	P3 makes use of the discussion tool as mentioned above. She has not used the Wiki, journals etc on the actual LMS. She mentioned that she covers the activity in class rather, and not asynchronously.	See above
<b>How is SP developed?</b>	<b>Description of Artefacts</b>	<b>Reflections</b>
How has the academic created a connection with the students? How has the academic encouraged a sense of belonging amongst the students? Examine any artefacts related to SP...	P3 makes use of announcements and a Whats App group to disseminate activities and information. The tone is friendly.	Limited use of announcements. Done only when necessary. This tool could be used more effectively. Furthermore, she had an opportunity to encourage more indepth discussions through the discussion tool.
<b>How is CP developed?</b>	<b>Description of Artefacts</b>	<b>Reflections</b>
Does the academic make use of PIM asynchronously? Are there any activities related to the development of the higher-order thinkings skills.  Examine any artefacts related to CP...	The ICE tasks seem to progress in complexity- starting initially with lower-order questions. From ICE Task 3, there are a combination of lower-order questions and higher-order questions. Students are required to complete an analysis in an application. Likewise, the worksheets also indicate a combination of Bloom's Taxonomy, developing analytical thinking skills.	
<b>How is LP developed?</b>	<b>Description of Artefacts</b>	<b>Reflections</b>
Are their resources/ activities by the academics to develop how to collaborate, how to communicate appropriately, how to problem-solve and how to critically think?	This has not been a focus of P3.	This confirms her belief in preparing students to understand content and how to apply it. There is evidence of problem-solving skills. As

Is there evidence from the academic in developing the timeous completion of activities or encouraging perseverance from students?

Examine any artefacts related to LP...

for collaboration, the activities within the LMS are individual tasks which confirms her statement that "she is not a fan of group work". She mentions that during synchronous feedback, students critique each other and their answers.