

## Participant 2

How is TP developed?	Description of Artefacts	Reflections
How have the resources been organised? How has the academic facilitated asynchronously? Examine any artefacts related to TP...	Very structured resources with clear labelling of the units. P2 has chunked the materials for the students.	This aligns with P2's statement of ease of access. She provides feedback to activities.
Is the choice of ICTs appropriate for the content?	Description of Artefacts	Reflections
What ICTs have been used? How are these ICTs used in relation to the content?  Examine any artefacts related to TCK...	P2 has used several ICTs outside of the LMS. These include Padlet, Jamboard, Flipgrid and she encourages students to make use of their choice of mindmapping tool.	Her ICTs are embedded in the activities so that the focus is on the completion of the activity rather than the use of the technology. She incorporates QR codes for ease of access.
How has ICTs been integrated with the development of graduate attributes?	Description of Artefacts	Reflections
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.	She has made use of journals and discussion threads. There are a number of students whose activities still needed to be marked. The recordings are also made available to the students.	The discussion thread has only been completed by 2 students. This is an area where she could use more effectively to create a presence.
How is SP developed?	Description of Artefacts	Reflections
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...	P2 has updated her contact details on the LMS. She has also used the announcement tool to create a warm, conducive environment for her students. She uses emoticons and emotive language to create a warm and friendly tone.	Announcement tool could also be used to create a stronger presence. She does prefer to use the WhatsApp tool to communicate.
How is CP developed?	Description of Artefacts	Reflections
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...	Good progression within the activities with definite questions linked to the higher-order levels. There are some open-ended questions. Students are encouraged to work collaboratively.	
How is LP developed?	Description of Artefacts	Reflections
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? Is there evidence from the academic in developing the timeous completion of activities or encouraging perseverance from students? Examine any artefacts related to LP...	There is a referencing workshop included to assist students with their referencing skills. She has also included some reflection exercises.	