

## Participant 4

<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 screenshots of Participant 4. There are only 2 folders for resources- lecturer slides and ICE activities. Within the folder "lecturer slides", P4 has uploaded the PPT for the slides as well as all the additional readings as can be seen on slide 3. The 2nd folder contains a PPT of all 4 ICE task activities. There is simplicity in the design.	
<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...	There is not much evidence of the use of ICTs within the asynchronous space. There is reference to a video in the resources.	P4 mentioned that she tries to use technology that is easy for her. This aligns with her interviews where she is like to make use of an ICT within the synchronous space with her students.
<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.	No use of any of the tools such as Blogs, journals, wikis etc. The Grade Centre reflects that there are no additional tools besides from the assignment submissions.	
<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...	One announcement post within this module. There is evidence of constructive feedback to the tasks- see examples of marking.	Merely a good luck announcement towards the end of the semester. Likewise, students have not engaged with the recordings- there has been 1 download of each video.
<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...	There are scaffolded questions that allows students to develop the higher-order skills. There are also prompts in the marked feedback as to how to improve.	
<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? Is there evidence from the academic in developing the timeous completion of activities or encouraging perseverance from students? Examine any artefacts related to LP...	No such evidence.	