

## Participant 6

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...	Please refer to the accompanying PPT of screenshots. Organised in a structured manner. All folders are clearly labelled: OT slides, support slides, ICE Activities. Not too many resources.	P6 only uploads the essential resources for her students. This is aligned to her message "Keep it simple and to the point."
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...	Mind mapping tools and journal entries	These are only linked to the ICE Activities. Otherwise, P6 has made use of the webinar tool along with the mic and chat function. She mentioned that she did not incorporate a range of ICTS as her students would not be interested.
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 used the journal entries as a means for her students to submit the ICE activities. In the ICE Activities, students are asked to submit some mind maps. They are encouraged to use software that they are familiar with.	Evidence of good turn-around of feedback to the tasks. She has also used the announcement tool very effectively in this module.
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...	Firstly, in the asynchronous space, she has used the announcement tool very effectively. Refer to the additional document that shows more evidence of her use of the announcement tool. She regularly communicates with her students with consistent messaging on a Monday and Friday. Her messages are informative, light-hearted, personalised with a tone of encouragement. The tool creates an authentic and caring image of the participant. This is continued in the synchronous space with the light-hearted banter and humour.	She has developed a strong SP through the announcement tool. She also believes in the immediacy of feedback. She commented in her interviews that she also makes use of the whats app tool through a class rep.
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.	There is a scaffolded approach in the ICE activities with definite evidence of some high-order questions such as "critically discuss" etc.	
How is LP developed?	Description of Artefacts	Reflections

<p>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?</p> <p>Is there evidence from the academic in developing the timeous completion of activities or encouraging perseverance from students?</p> <p>Examine any artefacts related to LP...</p>	<p>There are consistent mentions of the timeous submission and the Module X completed ICE Tasks document shows the strong submission of ICE Tasks from students. Furthermore, there is a tone of perseverance coming through the announcement tool.</p>	
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