

Participant 1

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...	Refer to the PPT of artefacts for participant 1. Artefacts have been organised in an orderly fashion. There is sharing of all slides, ICE Tasks and additional readings. These are clearly identified and easy to locate under more resources. All uploaded materials are clearly labelled. The links for the synchronous sessions have been shared well in advance- 27 July through the announcement tool. Through this announcement tool, P1 also provides the time frames for submissions and reminds them to focus on these. The Excel spreadsheet shows that P1 has marked all these activities.	All shared resources are relevant to students.
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...	P1 has used the journal tool within the LMS. Use of journal tool is appropriate for type of task. Students have engaged with these tasks as evidenced on p.11 of PPT. P1 has also made the recordings of the synchronous sessions available for the students.	Choice of ICT is appropriate. Interesting that despite the availability of the recordings, no views for 2 recordings and only 7 views of an October recording. Good response of students to the journal entries.
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.	3 separate Journal entries. No other ICTs. The type of exercise loaded on the journal entry does not include much of the higher order thinking questions. The type of activity is testing more content even though the design of two activities are scenario-based. The questions, however, are scaffolded.	No opportunity has been provided for the students to build on the responses of each other to develop critical thinking. Very much teacher-led than teaching 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...	P1 has made use of announcements through out the semester. The announcements are friendly and supportive. These act as a form of communication, reminder, and are short and to the point. Has used terms such as "good luck" and "take care".	Used throughout. Fostering a connection with students. Would have liked to see engagement between peers.
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.	The activities are scaffolded and where evidence of higher-order application, these have been scaffolded with lower-order questions initially. See ICE Task 1 and 2 on p.7 of PPT.	Possibly would have liked to see the encouragement of accessing sources on own. However, this is a higher certificate class. So

Examine any artefacts related to CP...	Students are encouraged to access the additional readings to develop the conceptual understanding. These are located on the LMS.	additional readings are already developing the cognitive process. No evidence, however, of reflection exercises.
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...	The students have completed the various exercises in the required timeframe and good submission rate for class.	No evidence of peer to peer encouragement. There doesn't appear to be any evidence of students engaging with other peers to observe whether a respectful environment to others has been obtained. This could only be observed in the synchronous sessions.