

EDU1ISE 2018

Assessment Task 1: Group presentations + written reflection (30%)

*(A common mark out of 20 for the group presentation, and a mark out of 10 for your individual reflection, uploaded on **Turnitin**)*

Due date: 2 groups a week, **from weeks 3-8**
(approximately 15 minutes with time for questions)

The task: **Understanding historical and contemporary issues related to Aboriginal and/or Torres Strait Islanders in Australia**

Part A) In groups of three or four you will present a thoughtful, researched presentation describing and discussing an historical or current topic related to Aboriginal and/or Torres Strait Islander issues.

For instance:

1. You can select a significant historical event, such as Stolen Generations, MABO or the Apology (please seek approval from your tutor as soon as possible to avoid overlap)
2. You can look at the media for examples of very contemporary issues – what's currently in the news (make sure you turn a 'critical eye' on perspectives in the media.
3. You could look at education policy, such as Closing the Gap, to explain what it's all about.

Part B) You also get an individual mark from a 1000-word reflection where you explain what you personally learned from researching the topic, what it makes you feel, what it makes you think and how you think it might impact on you as a future teacher.

Here is where you will include your references – at least three credible sources of information on your topic, referenced using APA style.

<http://www.lib.latrobe.edu.au/referencing-tool/apa-6>

DON'T FORGET that there are lots and lots of sources of information both on the web but even better in the library. Most of your sources, or at least wherever possible, ideally be written by Aboriginal and Torres Strait Islander authors.

Assessment Task 1: Group Presentations and Written Reflection (30%)

Criteria	Strongly meets or exceeds requirements 80-100%	Soundly meets requirements 70-79%	Meets requirements 60-69%	Meets limited requirements 50-59%	Does not meet requirements 0-49%
Criterion 1 Close reading of a selection of media articles, a significant historical incident, or a current policy document related to Indigenous people	Insightful, well-informed presentation of your groups' negotiated topic including <i>all</i> of the following: unbiased language, use of theory from lectures, tutorials, readings, LMS and other sources, accuracy, currency of information. Strongly exceeds requirements by using scholarly sources of information additional to required readings + the groups' critical analysis or informed discussion of topic (beyond just accurately reporting the information)	Well-informed presentation of your groups' negotiated topic including <i>all</i> of the following: unbiased language, use of theory from lectures, tutorials, readings, LMS and other sources, accuracy, currency of information	Well-informed presentation of your groups' negotiated topic including <i>most</i> of the following: unbiased language, use of theory from lectures, tutorials, readings, LMS and other sources, accuracy, currency of information.	Presentation of your groups' negotiated topic including these <i>basic</i> elements: unbiased language, reference to lectures, tutorials, readings, LMS and other sources, accuracy of information.	There may have been a presentation but it included biased language, little or no reference to lectures, tutorials, readings, LMS or sources, accuracy, outdated or inaccurate information and/or very unequal participation from members of group
10 marks	marks	marks	marks	marks	marks
Criterion 2 Presentation and leadership of discussion	Equal participation of all members of group in an engaging 15 minute presentation that includes leading a discussion – not read from notes, might include PowerPoint or other media. The presentation is coherent and flows, making it obvious that the group designed the presentation together. The points of the presentation are clear.	Equal participation of all members of group in an engaging 15 minute presentation that includes leading a discussion – though some may read from notes and might include PowerPoint or other media. The presentation is coherent, but elements of the presentation are separate from each other. The points of the presentation are clear.	Some shared participation of all members of group in a 15 minute presentation that includes leading a discussion – though some may read from notes and might include PowerPoint or other media. Elements of the presentation are separate from each other and the point is not entirely clear.	All members of the group participate though not necessarily equally in a poorly timed presentation that includes leading a discussion. Some members are unprepared. The presentation is poorly organised or coordinated and the points are somewhat unclear.	Unequal participation from members of group Presentation unprepared and discussion 'made up on the spot' or no discussion Poorly timed
10 marks	marks	marks	marks	marks	marks
Criterion 3 Individual written reflection (handed in on day of group presentation – marks on this criterion will differ for each member of the group)	You have presented approx. 1000 words of a well-informed personal response to the media, historical incident or policy document. You have used more than 3 scholarly (academic) references to support opinions and more than one Indigenous authored article You demonstrate Knowledge, understanding and respect for Indigenous Cultures High level of written expression with no spelling or grammatical errors	You have presented approx. 1000 words of a personal response to the media, historical incident or policy document At least 3 references to support opinions – at least one Indigenous authored article Unbiased language You demonstrate knowledge, understanding and respect for Indigenous Cultures High level of written expression with few spelling or grammatical errors	Your reflection may be under or over 1000 words by more than 10% You have included at least 3 references to support opinions Unbiased language You demonstrate knowledge, understanding and respect for Indigenous Cultures Reasonable level of written expression with some spelling or grammatical errors	Your reflection may be under or over 1000 words by more than 10% You have used few or no references to support opinions Language may be biased and there may be some lack of understanding and/or respect for Indigenous Cultures Minimal level of written expression with spelling or grammatical errors	Your reflection is minimal Few or no references to support opinions Your language may be biased and there is some lack of understanding and/or respect for Indigenous Cultures Poor level of written expression with spelling or grammatical errors
10 marks	marks	marks	marks	marks	marks
Total Marks: /30 Comments:					