



# ECH 430

## Teaching and Learning Science and Technology

S2 Day 2018

*Department of Educational Studies*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit Convenor & Lecturer

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By email appointment

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Credit points

3

Prerequisites

ECH335 or ECHE234

Corequisites

Co-badged status

Unit description

This unit builds on the knowledge gained in previous units, further developing student's knowledge of the principles and practices of teaching and learning science and technology. Students explore a range of strategies for assessing children's scientific understandings, and use knowledge of curricula, resources and teaching strategies to design and implement lesson sequences to enhance the growth of children's scientific thinking. Students examine information and communication technology as a tool for learning and explore issues related to the use of technology in the classroom. The integration of science and technology into other learning areas and differentiating curriculums to meet the diverse needs of learners are also addressed.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Develop further understanding of the major theoretical and research directions and current resources in science education.

Design lesson sequences and units of work that enhance the growth of children's scientific thinking, reflects current issues in research and integrates other curriculum areas.

Demonstrate knowledge of scientific concepts, processes and resources related to the made environment in the contexts of physical phenomena, information, and products.

Demonstrate research based knowledge of teaching and learning approaches to differentiating curriculum to meet the diverse needs of learners in the science classroom.

Demonstrate effective science teaching and learning strategies for meeting the needs of indigenous students.

Integrate information and communication technologies (ICT) and critical evaluation of resources within effective teaching and learning strategies to expand opportunities for professional learning and scientific thinking.

## General Assessment Information

### ATTENDANCE FOR UNDERGRADUATE UNITS

All tutorials begin in Week 1 of Session 2 (week beginning July 30).

Activities completed during weekly tutorials (internal) or on campus days (external) are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit [and to meet the AITSL Graduate Teacher Standards and/or ACECQA requirements]. Attendance at all tutorials or on campus days is expected and the roll will be taken.

Students are required to attend the tutorial in which they are enrolled. Any changes to tutorial enrolments must be completed officially through e-student. Please do not contact the unit convenor requesting a change.

### Unit Expectations

- Students are expected to read weekly readings before completing tasks and attending tutorials
- Students are expected to listen/attend weekly lectures before completing tasks and attending tutorials

**Note:** It is not the responsibility of unit staff to contact students who have failed to submit assignments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

## **ELECTRONIC COMMUNICATION**

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official MQ Student Email Address
- The Dialogue function on iLearn
- Other iLearn communication functions

## **GENERAL ASSESSMENT INFORMATION**

### **Assignment extensions and late penalties**

Applications for extensions must be made via AskMQ at <https://ask.mq.edu.au> as a Special Consideration request before the submission date. Students who experience a disruption to their studies through ill-health or misadventure are able to apply for this request. Extensions can only be granted if they meet the Special Considerations policy and are submitted via <https://ask.mq.edu.au/>. This will ensure consistency in the consideration of such requests is maintained.

In general, there should be no need for extensions except through illness or misadventure that would be categorised as unavoidable disruption according to the University definition of same, see: <https://students.mq.edu.au/study/my-study-program/special-consideration>

Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed. For example: a task worth 50%, the 5% late penalty would therefore be a grade reduction of 2.5 marks per day. e.g. 5% of 50 = 2.5. 2 days late = 5 mark deduction.

No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.

Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

### **Requesting a remark of an assignment**

If you have evidence that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within 7 days of the date of return of the assignment and provide a detailed assessment of your script against the task criteria. Evidence from your assignment must be provided to support your judgements.

**Note:** Failed assessments can not be re-submitted as they are all double-marked as a part of the

moderation process.

**Please note:** The outcome of a re-mark may be a higher/lower or unchanged grade. Grades are standards referenced and effort is NOT a criterion.

### **Assessment Presentation & Submission Guidelines**

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through Turnitin in .doc or .pdf format
- It is the onus of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets are NOT required.

### **Draft Submissions & Turnitin Originality Reports**

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.
- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.
- Generally, one Originality Report is generated every 24 hours up to the due date.

#### **Please note:**

- Students should regularly save a copy of all assignments before submission,
- Unless there are exceptional circumstances, no assessment will be accepted after the date that the assessment has been returned to other students.
- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

### **University policy on grading**

#### **Criteria for awarding grades for assessment tasks**

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information.

**Note:** If you fail a unit with a professional experience component the fail grade will be on your transcript irrespective of the timing of when the placement takes place.

#### **Criteria for awarding grades in the unit**

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016>

The following generic grade descriptors provide university-wide standards for awarding final grades.

Grade	Descriptor
<b>HD</b> (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
<b>D</b> (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
<b>Cr</b> (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
<b>P</b> (Pass).	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes.
<b>F</b> (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

## PROCEDURES and POLICIES

### Withdrawing from this UG Unit

If you are considering withdrawing from this unit, please seek academic advice by writing to <https://ask.mq.edu.au> before doing so as this unit may be a co-requisite or prerequisite for units in the following semesters and may impact on your progression through the degree.

### Withdrawing from this PG Unit

If you are considering withdrawing from this unit, please seek academic advice by writing to <https://ask.mq.edu.au> before doing so as this unit may be a co-requisite or prerequisite for units in the following semesters and may impact on your progression through the degree.

### Other important policies

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the policies listed in this/the Unit Guide with regard to Learning and

Teaching.

**For this Unit, students must also be aware of the following specific requirements:**

- Students must meet the mandatory requirements to undertake placements as specified in this/ the Unit Guide. These may include both University requirements and mandatory requirements specified by the accrediting authority such as the Working with Children check.
- Macquarie University operates under a 'Fit to Sit' model as specified in the University's [Special Consideration Policy](#). For this Unit, this means that, when undertaking a placement, a student is declaring that they are fit to do so. It is the responsibility of the student to determine whether they are fit to undertake a placement. Therefore, if a student is feeling unfit to undertake a placement, they should not do so.
- If a Student is identified by the Unit Convenor as being 'At Risk', the [Department's 'At Risk' procedure](#) will be activated and they will not be able to withdraw themselves from this Unit.
- The timing of placements can vary. For placements early in the Session, Fail grades may be approved by the University prior to the end of Session for students who do not meet the placement expectations of the Unit.

**Other policies that relate to Learning and Teaching (see Policy central):**

**Academic Honesty Policy**

**Assessment Policy**

**Grade Appeal Policy**

**Complaint Management Procedure for Students and Members of the Public**

**Student Code of Conduct**

**Macquarie University students have a responsibility to be familiar with the Student Code of Conduct:** [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

**Results**

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

**Student support**

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

**Learning Skills**

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)

- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

### Student enquiry service

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

### Equity support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

### IT help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Plan for ICT Resource</a>	40%	No	24/8/18_Int 5/10/18_Ext
<a href="#">Interactive ICT Resource</a>	60%	No	9/11/18_Int 12/11/18_Ext

### Plan for ICT Resource

Due: **24/8/18\_Int 5/10/18\_Ext**

Weighting: **40%**

Design and produce a PLAN for an innovative, interactive ICT resource to engage and inform pre-school/school children/students with online and offline activities related to concepts in the K-6 Science and Technology Physical World strand.

Incorporate evidence of sharing and creating knowledge through iLearn forum with colleagues.

See iLearn for assessment details.

On successful completion you will be able to:

- Develop further understanding of the major theoretical and research directions and current resources in science education.
- Design lesson sequences and units of work that enhance the growth of children's



scientific thinking, reflects current issues in research and integrates other curriculum areas.

- Demonstrate knowledge of scientific concepts, processes and resources related to the made environment in the contexts of physical phenomena, information, and products.
- Demonstrate research based knowledge of teaching and learning approaches to differentiating curriculum to meet the diverse needs of learners in the science classroom.
- Demonstrate effective science teaching and learning strategies for meeting the needs of indigenous students.
- Integrate information and communication technologies (ICT) and critical evaluation of resources within effective teaching and learning strategies to expand opportunities for professional learning and scientific thinking.

## Interactive ICT Resource

Due: **9/11/18\_Int 12/11/18\_Ext**

Weighting: **60%**

**Using feedback from Assessment Task 2**, design and produce an innovative, interactive ICT resource to engage and inform pre-school/school children/students with online and offline activities related to concepts in the K-6 Science and Technology Physical World strand.

See iLearn for assessment details.

On successful completion you will be able to:

- Develop further understanding of the major theoretical and research directions and current resources in science education.
- Design lesson sequences and units of work that enhance the growth of children's scientific thinking, reflects current issues in research and integrates other curriculum areas.
- Demonstrate knowledge of scientific concepts, processes and resources related to the made environment in the contexts of physical phenomena, information, and products.
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## Delivery and Resources

ECH 430 will involve a one-hour online lecture (or a collection of shorter recordings not totalling more than 55 minutes) and one two-hour tutorial in each teaching week.

The timetable for internal classes can be found on the University web site at: <http://www.timetables.mq.edu.au>

***As this unit has reduced tutorials, attendance in all classes is compulsory for satisfactory completion of the unit.*** Documentation (such as a doctor's certificate) should be provided to explain absences.

Each week's lectures will be available via ILearn for all students and will be available from at least 9:00pm on the preceding Sunday evening.

Both **Internal and External students** are to access lectures and tutorial materials via ILearn.

### Compulsory On-Campus Session for ECH 430 External Students

There are two **compulsory** On-Campus Sessions for ECH 430 external students. Failure to attend all or part of the sessions will result in automatic exclusion from the unit. The On-Campus sessions will be held on the **24<sup>th</sup> and 25<sup>th</sup> of September 9.00am-5.00pm.**

### Resources

This unit requires students to access online journals and research materials through the Macquarie University Library website. There are no set texts for this unit. Weekly readings are detailed in the Unit Outline schedule, and where possible, will be available via iLearn.

## Policies and Procedures

Macquarie University policies and procedures are accessible from **Policy Central** (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the **Student Policy Gateway** (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the

key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>).

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## Graduate Capabilities

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

#### Learning outcome

- Design lesson sequences and units of work that enhance the growth of children's scientific thinking, reflects current issues in research and integrates other curriculum areas.

#### Assessment tasks

- Plan for ICT Resource
- Interactive ICT Resource

### Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

#### Learning outcome

- Develop further understanding of the major theoretical and research directions and current resources in science education.

### Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

#### Learning outcome

- Integrate information and communication technologies (ICT) and critical evaluation of resources within effective teaching and learning strategies to expand opportunities for

professional learning and scientific thinking.

## **Assessment tasks**

- Plan for ICT Resource
- Interactive ICT Resource

## **Discipline Specific Knowledge and Skills**

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

## **Learning outcomes**

- Develop further understanding of the major theoretical and research directions and current resources in science education.
- Design lesson sequences and units of work that enhance the growth of children's scientific thinking, reflects current issues in research and integrates other curriculum areas.
- Demonstrate knowledge of scientific concepts, processes and resources related to the made environment in the contexts of physical phenomena, information, and products.
- Demonstrate research based knowledge of teaching and learning approaches to differentiating curriculum to meet the diverse needs of learners in the science classroom.
- Integrate information and communication technologies (ICT) and critical evaluation of resources within effective teaching and learning strategies to expand opportunities for professional learning and scientific thinking.

## **Assessment tasks**

- Plan for ICT Resource
- Interactive ICT Resource

## **Critical, Analytical and Integrative Thinking**

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## **Learning outcomes**

- Design lesson sequences and units of work that enhance the growth of children's scientific thinking, reflects current issues in research and integrates other curriculum areas.
- Integrate information and communication technologies (ICT) and critical evaluation of resources within effective teaching and learning strategies to expand opportunities for professional learning and scientific thinking.

## **Assessment tasks**

- Plan for ICT Resource
- Interactive ICT Resource

## **Problem Solving and Research Capability**

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## **Learning outcomes**

- Demonstrate research based knowledge of teaching and learning approaches to differentiating curriculum to meet the diverse needs of learners in the science classroom.
- Demonstrate effective science teaching and learning strategies for meeting the needs of indigenous students.
- Integrate information and communication technologies (ICT) and critical evaluation of resources within effective teaching and learning strategies to expand opportunities for professional learning and scientific thinking.

## **Assessment tasks**

- Plan for ICT Resource
- Interactive ICT Resource

## **Effective Communication**

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication

technologies as appropriate.

This graduate capability is supported by:

## **Learning outcomes**

- Design lesson sequences and units of work that enhance the growth of children's scientific thinking, reflects current issues in research and integrates other curriculum areas.
- Demonstrate knowledge of scientific concepts, processes and resources related to the made environment in the contexts of physical phenomena, information, and products.
- Integrate information and communication technologies (ICT) and critical evaluation of resources within effective teaching and learning strategies to expand opportunities for professional learning and scientific thinking.

## **Assessment tasks**

- Plan for ICT Resource
- Interactive ICT Resource

## **Engaged and Ethical Local and Global citizens**

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

## **Learning outcome**

- Demonstrate effective science teaching and learning strategies for meeting the needs of indigenous students.

## **Assessment task**

- Interactive ICT Resource

## **Socially and Environmentally Active and Responsible**

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

## **Learning outcome**

- Demonstrate effective science teaching and learning strategies for meeting the needs of indigenous students.

## **Assessment task**

- Interactive ICT Resource