**Peer reviews of 3 Design and Technologies resources**

1.)

* Minor editing mistakes
* Possible picture or music for engagement
* Unique way for students to learn about their task.

2.)

* Easy navigation of the Website
* Hyperlinks from home page did not link up
* Curriculum links are very obvious and a great resource for this age group

3.)

* Nice simple design and easy to navigate.
* Work in progress but good clear curriculum links can be seen.
* Engaging design elements for students.

**Peer reviews of 3 Digital Technologies resources**

1.)

* Appropriate engaging topic for this year level
* Easy downloadable files
* Some changes in langues through out the resource
	+ Move from students language to teacher language

2.)

* Several minor spelling/ word errors
* Great use of images and clips to keep learners engaged
* Links to the curriculum could be made clearer.

3.)

* While exploring the resource was unclear of what curriculum elements were chosen and therefore made it hard to see if they were appropriately met.
* The digital aspects of the resource are presented in an interesting hands on why for students.

**Design and Technologies design decisions**

**Design decision 1 Differentiation**

The differentiation is more detailed and explicit than the other resource, as this is a whole unit plan as apposed to as resource to be used during a mathematics unit. The differentiation is used to support students and their possible needs, as it is hard with a resource that could be used in a number of different classes, so differentiations are not catered to specific students needs but aim to provide support for learning in a number of different contexts.

**Design decision 2 Curriculum Elements**

The Design and Technologies resource aligns with the Sustainability cross-curriculum priority as it has a minor aim of providing students with opportunities to explore social values, diversity and creativity to promote more sustainable ways of life (Australian Curriculum, Assessment and Reporting Authority, n.d. 1).

**Digital Technologies Design Decisions**

**Design decision 1 Resource Design**

This resource has been designed as a year 2 WebQuest to be used during a mathematics statistics and probability unit to incorporate digital technologies learning. It is a shell that can be filled in and directed by teachers to assist students at this young age who would not be able to navigate a full WebQuest alone and ensure that teachers can add their own learning and focuses for students. The inclusion of the teacher guidance elements ensures the resource will easily be incorporated into year 2 units.

**Design decision 2 Differentiation**

While this resource does not clearly include differentiation as in the unit plan, many of the same elements occur due to similar ages and topics. The main element of differentiation that occurs through this resource focuses on its flexibility. The WebQuest does not explicitly outline the activities that students will be completing opening options for teachers to follow the WebQuest but included their own information and edit the activities to meet the needs of their class.

**Design decision 3 Curriculum Elements**

The Digital Technologies resource has a strong link to the mathematics learning area as it combines the statistics and probability elements of data displays with a creative presentation using digital systems as students follow the resource to collect data of the colours of cars and present their creative digital data displays (Australian Curriculum, Assessment and Reporting Authority, n.d. 2). A wide range of General Capabilities have been embedded into both resources**,** which can be seen in both *Curriculum Elements* tables and embedded throughout each resource to ensure that a comprehensive learning experience full of depth and prosperity is offered to all students (Australian Curriculum, Assessment and Reporting Authority, n.d. 3).

**Learning reflection**

Prior to EDP4130 I had not had a chance to explore the Technologies aspect of the Australian Curriculum and now have a thorough understanding of its two elements and how they can be used on their own or teamed with other key learning areas. My two resources have been extremely well aligned to the chosen curriculum strands, complimentary content descriptions and those of other key learning areas, which can be seen from the detailed *Curriculum Elements* tables and embedded throughout each resource.

These two resources have allowed me to implement a range of teaching pedagogies to these engage young learners. Resources have however provided suggested pedagogy elements, largely focused on discussion elements. This is to give freedom to the teachers who may possibly be using the resources. Specific pedagogy, such as Problem Based Learning, if used solely in the resource would not not suite every class and therefore limit the resources potential wide usage (State of Victoria, 2004).

Overall my assignment has ensured that I have adhered to the learning objectives of EDP4130 and the subsequent Professional Standards, the main elements being:

* The combination of technology education into the general education
	+ Multiple Key Learning Areas
	+ Demonstrating how simply technology can be incorporated into classrooms.
* ICTs incorporation into technologies learning.
	+ Both resources utilise ICT components throughout.
* Demonstrating familiarity with technology curriculum
	+ Justified several times throughout this report.

(Australian Institute for Teaching and School Leadership, 2016)

**Engagement Reflection**

The effects of interactions made during the course of this project have been mostly positive as they have shaped my resources into what they are today.

The many chances for peer support during this task has provided a collaborative environment in which it is safe to share work, ideas and receive valuable feedback.

These interactions gained from the assessment task have extended from engagement with peers through course work, tutorials and the peer review process into wider processional engagement through a number of means.

* The website Scootle was used for generating ideas and locating sources for both resources (Education Services Australia, 2016).
* Diigo and various teacher, technology and the EDP4130 feed was used to keep in touch with recent education happenings and source ideas from other peers and professionals that too were engaging with these feeds.
* I have reconnected with peers and professionals online that were made through a previous ICT course through blogs and were able to share ideas and give feedback that altered the design of my website into its final form.
* As keeping with assessment requirements my resources have been presented in an online manner, which has ensured that anyone can access and share my work.
	+ To develop professional interactions my assessment website is able to be shared with such online teaching resources as Teaching Resource Exchange (Teacher Collection, 2016).
	+ This element of sharing online has seen not only myself gain feedback, but also my resources have been supplied into the teaching world to hopefully be used or spark ideas for other professionals in the future.

Each element and the overall experience of this assessment task has not only assisted me with the development of my resources but my broader professional leaning as the effects of these interactions as part of my learning network will be used continuously throughout my teaching career.

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