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| **Assignment task** | |
| Write a 1500-word reflective essay that critically considers the effectiveness of how technology is used within the early years setting OR a primary classroom, its role in supporting learning and barriers that impact on its integration. | |
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| **This assignment has been designed to provide you with an opportunity to demonstrate your achievement of the following module learning outcomes:** | |
| LO 1 | Articulate the relationship between the use of technology in the practice setting and wider expected social norms, curriculum guidance and policy |
| LO 2 | Apply relevant theory to the effective use of technology in learning and teaching |
| **Task requirements** | |
| As this is a reflective assignment, it is appropriate to use the first person form (I/my) when referring to your own practice, experiences and learning. Otherwise, you should adopt a typical academic perspective and use the third person form (he, she, it/they)  You should maintain a professional and confidential approach at all times in your written work, and avoid the identification of specific organisations and individuals. | |
| **Referencing and research requirements** | |
| Where appropriate, please reference your work according to the Harvard style as defined in *Cite Them Right Online* (<http://www.citethemrightonline.com>). This information is also available in book form: Pears, R. and Shields, G. (2019) *Cite them right: the essential reference guide.* 11th edn. Basingstoke: Palgrave Macmillan. Copies are available via the University library. | |
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| **How your work will be assessed** | |
| Your work will be assessed on the extent to which it demonstrates your achievement of the stated learning outcomes for this assignment (see above) and against the L6 marking grid (see Blackboard). | |
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| **Submission details** | |
| * You are reminded of the University’s regulations on academic misconduct, which can be viewed on the University website: <https://bucks.ac.uk/__data/assets/pdf_file/0024/9546/Academic-Misconduct-Policy.pdf>. In submitting your assignment, you are acknowledging that you have read and understood these regulations * Please also note that work that is submitted up to 10 working days beyond the submission date will be considered a late submission. Late submissions will be marked and the actual mark recorded, but will be capped at the pass mark (typically 40%), provided that the work is of a passing standard. Work submitted after this period will not be marked and will be treated as a non-submission. | |

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| **Before you submit** |
| * Please use the provided checklist below to make sure you are ‘fit to submit’ your work * We recommend you use this checklist as soon as you get this assignment brief to help you plan your work |

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| **Fit to Submit: Assignment Checklist** |
| This brief assignment checklist is designed to help you avoid some of the most common mistakes students make in their coursework.  **HAVE YOU READ THE ASSIGNMENT BRIEF?**  **IF NOT, DO IT NOW!** *In it you will find details of the assessment task, word count, the assessment criteria your work is marked against, and the learning outcomes – the basis for the assessment strategy in each module.*  Students often lose marks by forgetting some of the more straightforward elements of their assignments. We recommend that you “tick off” each of the points below as you prepare your work for submission. If you need any help, ask your tutor and / or visit <https://bucks.ac.uk/students/academicadvice/assessment-and-examination>  ***TICK***    Have you read and understood the assessment criteria?    Have you **met** the learning outcomes? You will lose marks and your work may even be failed if you have not.  Have you demonstrated you can think and write[*critically*](https://my.bucks.ac.uk/bbcswebdav/pid-265735-dt-content-rid-361388_1/orgs/ORG-LDU/Resources/Analytical%20and%20Critical%20Thinking/A%20Little%20Guide%20to%20Critical%20Thinking%202009.pdf)in the completed work*?*  This means you have supported your arguments/explanations appropriately e.g. using relevant academic sources and you have offered discussion points which extends your own or others’ viewpoints to make reasoned conclusions/judgements.    Have you maintained an *academic tone* throughout your work? Is your work formal, focused, developed and clear?    Have you checked that the referencing in your assignment is in line with your programme requirements?  Have you proof-read your work and used spellcheck software to check your spelling and grammar?    Have you checked the presentation of your work is as specified by your tutor, for example, are font size, colour, style, line spacing and margins as the tutor specified?    Have you kept to the word count (or equivalent)? *If you are not sure, check with your tutor*.    Can you confirm that the work submitted is your own and not [plagiarised](https://bucks.ac.uk/__data/assets/pdf_file/0024/9546/Academic-Misconduct-Policy.pdf)? |