School of Education and Cognitive Science

ECE322

Technology for Young Children

Assignment

Contents

Introduction
General criteria for the assignment

Academic Writing
What is plagiarism?
Citing Sources
- direct citation
- indirect citation
- third party

citation Referencing
- journal articles
- online journal
- webpage
- book
- article in book
- newspaper

Details about the Assignment

- Facilitator-Marked Assignment
- The Assignment
- General assessment criteria

Assignment

- Requirements

Introduction

This guide explains the basis on which you will be assessed in this course during the semester. It contains details of the facilitator-marked assignment.

One element in the assessment strategy of the course is that all students should have the same information as facilitators about the Assignment. This guide also contains the marking criteria that facilitators will use in assessing your work.

Please read through the whole guide at the beginning of the course.

Academic Writing

a) Plagiarism

i) What is Plagiarism?

Any written assignment (essays, project, take-home exams, etc) submitted by a student must not be deceptive regarding the abilities, knowledge, or amount of work contributed by the student. There are many ways that this rule can be violated. Among them are:

- Paraphrases: The student paraphrases a closely reasoned argument of an author without acknowledging that he or she has done so. (Clearly, all our knowledge is derived from somewhere, but detailed arguments from clearly identifiable sources must be acknowledged.)
- Outright plagiarism: Large sections of the paper are simply copied from other sources, and are not acknowledged as quotations.
- Other sources: often include essays written by other students or sold by unscrupulous organizations. Quoting from such papers is perfectly legitimate if quotation marks are used and the source is cited.
- Works by others: Taking credit deliberately or not deliberately for works produced by another without giving proper acknowledgement. Works includes photographs, charts, graphs, drawings, statistics, video-clips, audio-clips, verbal exchanges such as interviews or lectures, performances on television and texts printed on the web.
- The student submits the same essay to two or more courses.

ii) How can I avoid Plagiarism?

- Insert quotation marks around 'copy and paste' clause, phrase, sentence, paragraph *and* cite the original source.
- Paraphrase clause, phrase, sentence or paragraph in your own words *and* cite your source
- Adhere to the APA (American Psychological Association) stylistic format, whichever applicable, when citing a source and when writing out the bibliography or reference page
- Attempt to write independently without being overly dependent of information from another's original works
- Educate yourself on what may be considered as common knowledge (no copyright necessary), public domain (copyright has expired or not protected under copyright law), or copyright (legally protected).

b) Documenting Sources

Whenever you quote, paraphrase, summarize, or otherwise refer to the work of another, you are required to cite its source parenthetical documentation. Offered here are some of the most commonly cited forms of material.

Direct

> Simply having a thinking skill is no assurance that children will use it. In order for such skills to become part of day-to-day behaviour, they must be cultivated in an environment that value and sustains them. "Just as children's musical skills will likely lay fallow in an environment that doesn't encourage music, learner's thinking skills tend to languish in a culture that doesn't encourage thinking" (Tishman, Perkins and Jay, 1995, p.5)

Indirect

> According to Wurman (1988), the new disease of the 21st century will be information anxiety, which has been defined as the ever-widening gap between what one understands and what one thinks one should understand.

c) Referencing

All sources that you cite in your paper should be listed in the *Reference* section at the end of your paper. Here's how you should do your Reference.

From a Journal

> DuFour, R. (2002). The learning-centred principal*: Educational Leadership,* 59(8). 12-15.

From an Online Journal

> Evnine, S. J. (2001). The universality of logic: On the connection between rationality and logical ability [Electronic version]. *Mind*, *110*, 335-367.

From a Webpage

> National Park Service. (2003, February 11). *Abraham Lincoln Birthplace National Historic Site*. Retrieved February 13, 2011, from http://www.nps.gov/abli/

From a Book

> Naisbitt, J. and Aburdence, M. (1989). *Megatrends 2000*. London: Pan Books.

From a Chapter in a Book

> Nickerson, R. (1987). Why teach thinking? In J. B. Baron & R.J. Sternberg (Eds), *Teaching thinking skills: Theory and pr*actice. New York: W.H. Freeman and Company. 27-37.

From a Printed Newspaper

Holden, S. (1998, May 16). Frank Sinatra dies at 82: Matchless stylist of pop. *The New York Times*, pp. A1, A22-A23.

Details about the Assignment

FACILITATOR-MARKED ASSIGNMENT (FMA)

There is ONE Facilitator-marked assignment for this course. The assignment counts to 60% of your total course mark. The assignment questions for the course are discussed next. You will be able to complete the assignment from the information and materials contained in your suggested readings and learning materials. However, it is desirable that you demonstrate that you have read and researched more widely than the required minimum. Using other references will give you a broader perspective and may provide a deeper understanding of the subject. When you have completed the assignment, submit them online. Make sure that your assignment reaches the facilitator on or before the deadline.

General Criteria for Assessment of FMA

In general, your facilitator will be expecting you to write clearly, using correct spelling (please use your spell checker) and grammar. Your academic facilitator will be looking for the following:

- You have critically thought about issues raised in the course
- You have considered and appreciated different points of view, including those in the course.
- You give your own views and opinions
- You state your argument clearly with supporting evidence and proper referencing of sources
- You have drawn on your own experiences

Assignment (60%)

INSTRUCTION: Answer ALL THREE PARTS.

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Part A: 20% (8-9 pages)

Assume that you have an LCD projector, laptop and internet connection for your classroom.

YouTube has thousands of video clips for children of all ages. Select any **FOUR short video clips** on teaching **MATHEMATICS**.

Use the following guidelines:

a) Briefly describe each video clip and why you selected it
b) Describe how you would use these video clips in your classroom
    - What knowledge, skills and values do you want to teach with the video?
    - List the sequence of steps
        i. What teacher will do?
        ii. What learners will do?
    - Describe how you would conclude each lesson.

Part B: 25% (9-10 pages)

Apps are small computer programmes for mobile devices such as smartphones, laptops and tablets. Many of these Apps can be used to help children learn.

Select 1 App for each of the following subjects:

- Reading
- Mathematics
- Science
- Social Studies
- Moral Education

The App selected should be appropriate for children in kindergarten. Assume that your class has 20 children and there are 10 tablets available in which you have downloaded the Apps.

For each App: (2 pages):

- Briefly describe each App
- Explain why you selected the App and its appropriateness.
- Demonstrate how you would use each App in the classroom
    - What knowledge, skills and values you want to teach with the App?
    - List the sequence of steps
        - What teacher will do?
        - What learners will do?
    - Describe how you would conclude each lesson.

Part C: 15% (4-5 pages)

Write an essay titled:

"Safety of Children on the Internet"

- Use your own words
- Do not be afraid to give your own opinion
- Cite relevant references at the end of the essay – use the format provided in this assignment (page 3-4).
- Also discuss the steps you would take to protect children on the web

Requirements:

- Use Times Roman Font 12 with 1½ spacing.
- **Do not *'cut and paste'* from the learning materials or from the internet. Use your own words and express your own opinions.**
- Use the attached cover for your assignment

Cover Page for the Assignment

ASSIGNMENT

JANUARY 2023 SEMESTER

SUBJECT CODE	:	**ECE 322**
SUBJECT TITLE	:	**Technology for Young Children**
PROGRAMME	:	**Bachelor**

STUDENT'S NAME	:
MATRIC NO.	:
ACADEMIC FACILITATOR	
LEARNING CENTRE	: