

Native American Children Training Forum (NACTF)



STUDENT GUIDE TO MOODLE

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NACTF Project

Since 2012, NIJC has received funding from the California Governor's Office of Emergency Services (CalOES) to conduct the Native American Children Training Forum (NACTF).

The purpose of the project is to address the unmet training needs of California tribes and tribal service providers who assist Native American children who are victims of child abuse and/or neglect or at risk of abuse and neglect.

NACTF Courses

NACTF online training courses are specific to California and federal rules governing the implementation of the Indian Child Welfare Act (ICWA).

Tribal STAR: ICWA—historical, philosophical, and legal bases for ICWA of 1978, origins and legacies of historical distrust and trauma, and ICWA regulations.

ICWA 101—an introduction to ICWA, reporting and implementation procedures, placement preferences, preparing an ICWA case, and Tribal representative courtroom preparation.

ICWA Qualified Expert Witness—what is an expert witness, when to use an expert witness, and how they can and should be used.

Computer Literacy—the use and operation of commonly utilized computer programs, distance learning tools, and various online tools.

Active Efforts— what are active efforts, requirements to provide active efforts, and active efforts in ICWA cases.

Mandatory Reporting—mandatory reporting in CA; mandatory reporters and reportable forms of abuse; filing a report & consequences of failing to report.

Courtroom Decorum—strategies, approaches and recommendations to effectively prepare for successful outcomes in court appearances and all interactions with the court.

Child Abuse Investigative Protocols—information and protocols used when identifying and investigating child abuse.

NACTF Course Enrollment

To establish a user account and be enrolled in the courses [click here](#), or contact Barry at barry@nijc.org. It will take 1-2 business days to receive your username and password. Once you log in, click on Native American Children Training Forum at: <http://nijconline.org/> to start the following online courses.

Logging into NACTF Moodle

To learn more on how to access NIJC Moodle, please watch this video:

<https://youtu.be/yCHyQygmzNY>

NIJC Moodle

Remember username

[Forgotten your username or password?](#)

Cookies must be enabled in your browser

Some courses may allow guest access

Once you login into Moodle, you may access NACTF courses by clicking the course topic you are interested in taking.

The screenshot shows the Moodle interface for the National Indian Justice Center (NIJC). The main heading is "NATIVE AMERICAN CHILDREN TRAINING FORUM". Below this, there is a welcome message and a list of courses. The left sidebar contains navigation links: Dashboard, Site home, Calendar, Private files, and Site administration. The right sidebar includes a calendar for March 2018 and an administration section with links for Front page settings, Question bank, and Site administration.



Moodle Mobile Application

With Moodle Mobile, you can do the following:

- Browse the content of your courses, even when offline
- Receive instant notifications of messages and other events
- Quickly find and contact other people in your courses
- Upload images, audio, videos and other files from your mobile device
- Track your progress, mark tasks as complete and browse your learning plans
- Attempt quizzes, post in forums and edit wiki pages
- View your course grades

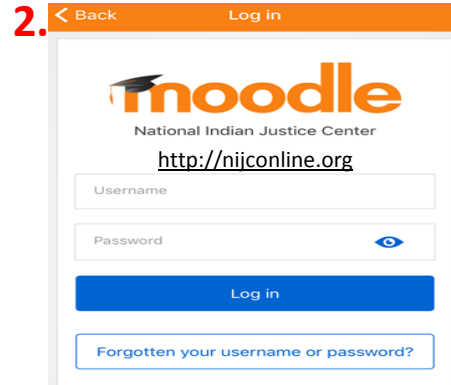
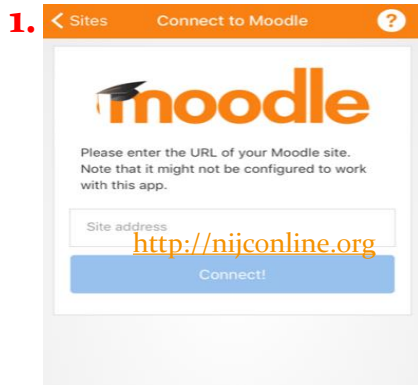
Downloading App

To use the Moodle Mobile app, you need to install it from the App Store or Google Play depending on which type of phone or tablet you use:

<https://download.moodle.org/mobile/>

Logging into the NACTF site

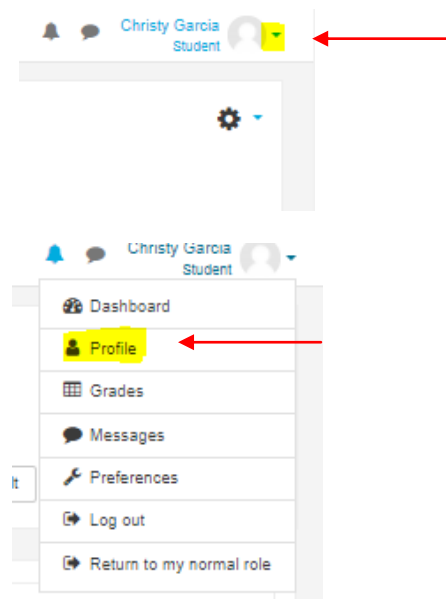
- 1) Type the site address (<http://nijconline.org>), and then click **Connect!**
- 2) Type your login info (provided to you by Barry), and then click **Log in!**



Editing your Student Profile

Moodle provides you with a personal profile that applies to all the Moodle subjects you are enrolled in. You can edit your profile information at any time. You can choose to hide or display your email address, include a photo or an avatar, or add a link to your website.

On the right upper corner, next to your name and profile picture, click on the down arrow (to display dropdown menu) then click 'Profile'



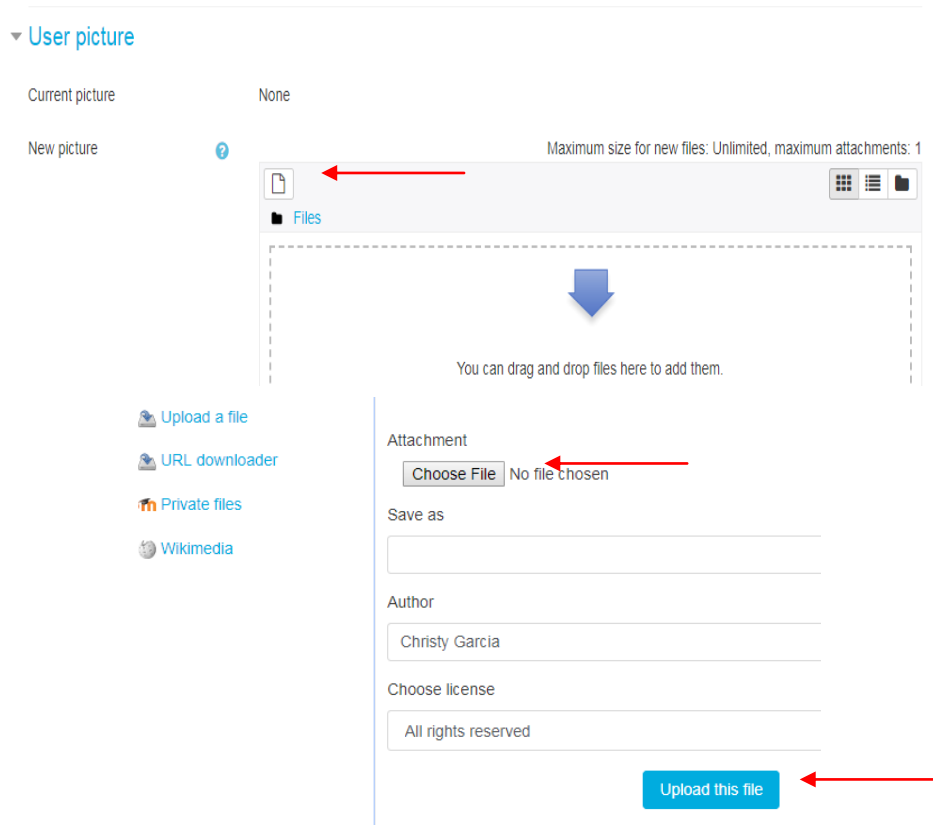
Scroll down to User details and select 'Edit profile'.

User details

Email address

Edit profile

Scroll down to User picture. A file picker window will appear. Select and press the button to locate and upload an image. After you upload your picture, scroll down to the bottom of the screen and press 'Update profile' to finish updating your profile.



Student Role & Permissions

A user with the **Student** role in Moodle can participate in course activities and view resources but not alter them or see the class gradebook. They can see their own grades if the teacher has allowed this.

When a student first joins Moodle they see all available courses. Once they have enrolled or been enrolled into at least one course they then only see their own courses in the My Courses section of the navigation block or via their dashboard.

A student's view and navigation in Moodle will be different from the course teacher's or from students assigned to a different group.

Administrators and **Teachers** determine how a student enrolls, and what they can do or see in a Moodle site. These permissions can vary with each course or with any of Moodle's many kinds of activities. For example, in some contexts, students may correct or grade other students' work, be encouraged to explore everything in a course and interact with other participants. In a different context, the student maybe guided upon a much defined path, with minimal interaction with others.

Course Overview & Guidelines

This course overview, guidelines and syllabus are actual samples of what a student will encounter when taking the ICWA 101 NACTF online course.

INDIAN CHILD WELFARE ACT 101

COURSE DESCRIPTION

This is course is an introductory overview of the Indian Child Welfare. Topics discussed will include: Indian Child Welfare Act policy and intent, Adoption and ICWA, Reporting procedures in Indian Country, State court responsibilities regarding implementation of ICWA, preparing an ICWA case, Abuse and Neglect and the ICWA, identifying the Indian child, active versus reasonable efforts, customary adoption, and expert witnesses.

ICWA 101 INCLUDES:

- Overview of Indian Child Welfare Act
- Policy and Intent of ICWA
- Application and Compliance
- Reporting Procedures in Indian Country
- State Responsibilities implementing ICWA
- Preparing an ICWA Case
- Role of the Tribal Courts, Recognition. of Tribal law, Transfer Jurisdiction and Emergency Removal
- Role of Tribal Expert Witnesses

COURSE FORMAT

The course is about 5-10 hours in duration and is broken up into 5 modules of 1-2 hours each.

COURSE EFFECTIVENESS

In addition to videos and learning activities throughout each module, there will be a post-test survey in order to determine if the course meets the stated objectives and student expectations.

Instructors

Various have contributed to this curriculum and will help respond to student questions. Contact information will be made available prior to the start of the course.

Minimum Computer Requirements

You will need to have an up-to-date browser, operating system and some additional software on your computer to take this class.

- Firefox 4, Internet Explorer 8, Safari 5, or Google Chrome 11

- Windows 7 or Windows 8/8.1
- Microsoft Office 2010
- Adobe Acrobat Reader
- Adobe Flash Player

Course Syllabus

INDIAN CHILD WELFARE ACT 101

Instructor(s) and Contact Details: (Details TBD)

Raquelle Myers

Website Location:

<http://nijc.mrooms.org>

Course Contact:

nijc@aol.com

Office Hours:

Monday Through Friday 9:00 AM to 5:00 PM

COURSE DESCRIPTION

This course is an introductory overview of the Indian Child Welfare. Topics discussed will include: Indian Child Welfare Act policy and intent, Adoption and ICWA, Reporting procedures in Indian Country, State court responsibilities regarding implementation of ICWA, preparing an ICWA case, Abuse and Neglect and the ICWA, identifying the Indian child, active versus reasonable efforts, customary adoption, and expert witnesses.

ORGANIZATION AND PACING

The course is organized into several sections or parts, each with subsidiary lessons or 'learning modules' followed by some 'learning and self-assessment activities' such as quick quizzes or reflective writing to spot-check your learning and understanding on the topic.

To do course work, simply go to Moodle, start with the first module and work through the modules within the section by engaging with assigned materials (readings, videos, etc.) in the order presented. At the end of each module, you will complete some 'learning and self-assessment activities' such as quick quizzes or reflective writing to spot-check your learning. Afterward, simply move on to the

next section or part of the course.

Please note that this is a self-paced online course, you may work at your own pace within a given section, making this course ideal for anyone with a complicated schedule.

DOCUMENTATION

This is an online course. You can work at your own pace from week to week. You can work where you want, when you want. However, because this is an online course, we have to rely heavily on course documents and resources such as this one because

TECHNOLOGY

This is a computer-based online course. You are responsible for your own connectivity. Information technology or IT challenges can come up. Be prepared for them.

1. Learning & Self-Assessment Activities. You will not be graded on the Learning & Self-Assessment activities including the quick quizzes. These activities will occur mostly at the end of the modules. The activities ask you to apply, practice, or otherwise demonstrate and self-assess what you have just learned. The aim of completing these activities is to gain practice and hone understanding of the content.

COMPUTER REQUIREMENTS

- If you do not have access to a computer with internet at home, please visit your local public library or you may visit a local coffee shop.
- Most public libraries also have computers with internet access that you can use for free.
- Most Starbucks, Coffee Bean and often Panera Bread have internet access that you can use for free.
- You will need to have an up-to-date browser, operating system and some additional software on your computer to take this class.
- View Course Guidelines and Requirements on the main ICWA 101 Course front page.

ANNOUNCEMENTS

Announcements will be posted in Indian Child Welfare Act News forum on a regular basis. They will appear on your Latest News dashboard when you log in and/or will be sent to you directly through your preferred method of notification Moodle. Please make certain to check them regularly, as they will contain any important information about upcoming projects or class concerns.

EMAIL

In this course we will use the Message feature on the help corner (located in the

upper right blocks) to send email for private messages. You can either check your messages in the Moodle system or set your notifications to your preferred method of contact.

QUESTION FORUM

In online courses it is normal to have many questions about things that relate to the course, such as clarification about assignments, course materials, or assessments. Please post these in the QUESTION FORUM which you can access by clicking Question Forum button in the course navigation links. This is an open forum, and you are encouraged to give answers and help each other.

DISCUSSION FORUM

Discussion Forums are a way for you to engage with each other about the course content. Each lesson module will have a question that links to a forum. You can also access each forum by clicking on the DISCUSSION Forum button in the course navigation links.

VIRTUAL OFFICE HOURS

Monday through Friday 9:00 AM to 5:00 PM

During the week (M-F) the course instructor will check conversations and monitor the discussion board several times a day. If you have a concern, please send a message to the course instructor (nijc@aol.com), you can expect a response within two days.

NETIQUETTE

When posting on the discussion boards and chat rooms it is important to understand how to interact with one another online, netiquette. You can read more about the rules of netiquette at:

<http://www.brighthub.com/education/online-learning/articles/26946.aspx>

COURSE PARTICIPATION POLICY

Participation is essential to your success in this class. In distance education courses you are required to participate just as if you were in a face-to-face course.

TECH SUPPORT

If you need technical assistance at any time during the orientation or to report a problem you may contact Tom Litchfield at notefortom@gmail.com, you can expect a response within two days.

ADDITIONAL STUDENT RESOURCES

Students with Disabilities

<http://www.onlinecollegesdatabase.org/online-college-learning-for-students-with-disabilities/>

USEFUL WEBSITES

- Internet
 - Many tribes have their own website
- CDSS maintains lists for service and contact info at:
 - <http://www.childsworld.ca.gov/PG2070.htm>
- AOC website list of resources:
 - <http://www.courts.ca.gov/programs-tribal.htm>

EVALUATIONS

At the end of the course, there will be a Post-Test Survey.

CERTIFICATE OF COMPLETION

At the end of the course and after completing the Post-Test Survey, the student will be able to download a certificate of completion

GENERAL ROADMAP FOR OUR JOURNEY

The overarching aim of the course is to help students understand how to better serve Native American children who have been abused/neglected or at risk.

To begin this online learning journey, you will first review the syllabus and get to know how to navigate the Moodle Website. You will be introduced to Native American history and principles that led to the Indian Child Welfare Act. Then, you will learn more about what ICWA consists of and how it is applied in courts including jurisdictions and the role of Tribes in ICWA cases.

Wishing you good luck on this course and hope this content serves you well when advocating and working with Native American children and tribal communities.

COURSE OUTLINE

MODULE ONE: Historical Overview of ICWA

This module presents a brief history and principles of the Indian Child Welfare Act.

LESSONS

1. LESSON 1: Social Policy History Leading to ICWA
2. LESSON 2: Understanding ICWA in California

Assignments include:

1. Module One: Mini-Quiz
2. Module One: Assessment for Learning

MODULE TWO: Overview of The Indian Child Welfare Act

This module provides an overview of the Indian Child Welfare Act including but not limited to: key definitions, provisions and minimum standards.

LESSONS

1. LESSON 1: Indian Child Welfare Act
2. LESSON 2: Key Definitions to Understanding ICWA
3. LESSON 3: Key Provisions of ICWA

Assignments include:

1. Module Two: Spot Check Your Learning
2. Module Two: Assessment for Learning

MODULE THREE: General Application of ICWA

This module provides an overview of the general application of ICWA including but not limited to: when ICWA applies to a case in CA and what requirements are needed for Inquiry and Notice.

LESSONS

1. LESSON 1: When Does ICWA Apply?
2. LESSON 2: The Life of an ICWA Case in CA
3. LESSON 3: Inquiry and Notice

Assignments include:

1. Module Three: Mini-Quiz
2. Module Three: Assessment for Learning

MODULE FOUR: Jurisdiction under the ICWA

This module provides legal information on the Indian Child Welfare Act including but not limited to: a brief overview of the different types (state, federal and tribal) of jurisdiction when handling an ICWA case and the rights of a tribe and Indian custodians to intervene in child custodian proceedings.

LESSONS

1. LESSON 1: State, Federal and Tribal Jurisdictions
2. LESSON 2: Intervention: From the Detention to Jurisdiction Hearings
3. LESSON 3: Intervention: From the Jurisdiction to Disposition Hearings

Assignments include:

1. Module Four: Mini-Quiz
2. Module Four: Assessment for Learning

MODULE FIVE: ICWA Compliance: Role of Tribal Representatives in Court

This module presents information on tribal participation in court including but not limited to: qualified expert witness, placement preferences and tribal customary adoptions.

LESSONS













1. LESSON 1: Qualified Expert Witness
2. LESSON 2: Placement Preferences
3. LESSON 3: Permanency

Assignments include:

1. Module Five: Mini-Quiz
2. Module Five: Assessment for Learning

Engaging with Moodle Resources/ Activities

All activities and resources in Moodle have a small icon next to their title (link). The icon helps you to see what type of activity or resource it is. There are 14 different types of activities and 7 different types of resources in the standard Moodle. Below are a few examples of icons and what they mean.

	Resources --- can be prepared files uploaded to the course, pages edited directly in Moodle, or links to external web pages.		Books --- contains multiple pages in a book-like format, with chapters and subchapters
	Forum --- It is here that most discussion takes place. Used for announcements, questions or unit activities.		Assignments --- specify a task and are where students submit assignments to their Teacher.
	Folder --- help organize files. One folder may contain other folders.		File --- uploaded pdf or Microsoft Word document, a spreadsheet, a sound file, a video file or a picture file. The icon alerts you to the type of file.
	Chat --- to have a real-time synchronous discussion in a Moodle course.		Page --- The student sees a single, scrollable screen that a teacher creates with the robust HTML editor
	Glossary --- Enables participants to create and maintain a list of definitions, like a dictionary		Journal --- The journal activity enables teachers to obtain students feedback about a specific topic
	Quiz --- quizzes consisting of a large variety of Question types, including multiple choice, true-false, short answer and drag and drop images and text.		Certificate --- Once a course is completed, a certificate of completion is issued.

To open a resource/ activity, click on the relevant link.

LESSONS

 [LESSON 1: Social Policy History Leading to ICWA](#) 

In this lesson, you will find information explaining th

 [LESSON 2: Understanding ICWA in California](#)

In this lesson, you will find a historical timeline, cong

LEARNING & SELF-ASSESSMENT ACTIVITIES

At the end of this module, you will complete learning and :
the topic. Please complete the following Mini-Quiz and Ass:

 [Module 1: Mini-Quiz](#)

 [Module 1: Assessment for Learning](#)

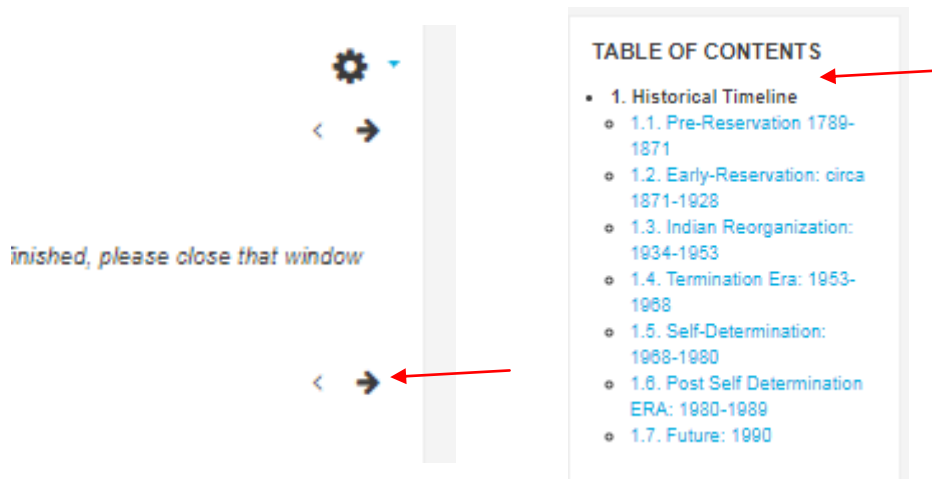
After viewing/ engaging with the activity/ resource you are able to return to the Subject main page by using the breadcrumbs to go back (see picture below).

Indian Child Welfare Act 101

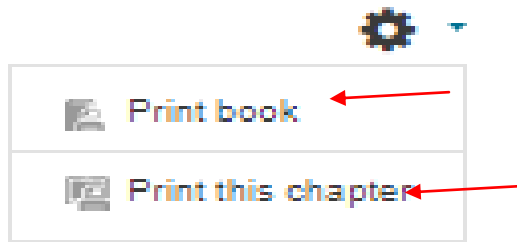
[Dashboard](#) / [Courses](#) / [Native American Children Training Forum](#) / [ICWA 101](#) 

Moodle Books

Inside a book there is a table of contents on the top right corner. You can use the table of contents or page arrows to move between pages of content (the final page has a close book arrow).



If you wish to print a book, first you need to open a printable version of the book (by opening the book and selecting 'Print book' or 'Print this chapter' from the **Flower** icon on the right top corner, next to the table of contents--- This will open a new window displaying a printer---friendly version.



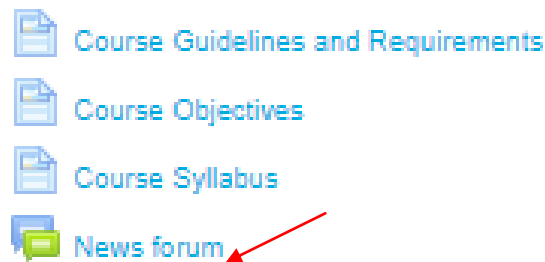
finished, please close that window



Forums/ Chats/Discussions

Forums in Moodle allow teaching staff and students to exchange comments and questions in a public discussion space, within the Moodle site. This allows everyone in the site to share information and benefit from each other's opinions and input. Simply, it's a place where messages can be posted for public display.

To open the forum, click on the forum link.



Chats allows participants to have a real-time synchronous discussion

Composing

Read the instructions provided in the forum description (top on page). Click 'Add a new discussion topic' button.



This brings up an editor where you can type in your subject title (this will be

the text displayed as a link in forum) and message. You can also upload a document in the 'attachment' area.

News forum

General news and announcements

Your new discussion topic

Subject

Message

Attachment

Display period

Tags

The screenshot shows a web form for creating a new discussion topic. It includes a 'Subject' field with a red arrow pointing to it, a 'Message' field with a rich text editor and a red arrow pointing to the text area, an 'Attachment' section with a 'Files' upload area and a red arrow pointing to it, and a 'Post to forum' button at the bottom with a red arrow pointing to it. The form also has checkboxes for 'Discussion subscription', 'Pinned', and 'Send forum post notifications with no editing-time delay'.

1) Add a Subject Title

2) Add content in the second box

3) Optional: upload/attach files

4) Then, click Post!

When you are ready to post your message, click on the 'Post to forum' button.

Reading & Replying

When you click on a forum topic link, a list of messages will be shown. To read the message, click on the subject line.

Discussion Forum

Please feel free to ask questions and/or discuss any of the materials with other participants.

Separate groups All participants

Add a new topic

Discussion	Started by	Group	Replies
ICWA	Christy Garcia		0
Active Efforts	Christy Garcia		0

This will bring up the message and any replies to it.

Discussion Forum

ICWA

Active Efforts

Display replies in nested form

Move this discussion to ...

Move

Pin



ICWA

by Christy Garcia - Monday, April 30, 2016, 4:24 PM

What is ICWA?

[Permalink](#) | [Edit](#) | [Delete](#) | [Reply](#)

To reply to the message, click the reply button for the message you are replying to. In the lower section of the page below the messages will be an editor where you enter your reply. You can also attach a file.

Re: ICWA

Paragraph B I [List icons] [Image icons]

Font family Font size [Text icons]

Path: p

Discussion subscription

Files

Send forum post notifications with no editing-time delay

All participants

No selection

Enter tags... [Manage standard tags](#)

[Post to forum](#)

When you are ready to post your reply, click on the 'Post to forum' button.

NOTE: As soon as you post your message it will be visible to others in the subject. View your post by clicking on it. You can make changes or delete it within **30 minutes** after making the post. Once the 30 minutes is up, only the teaching staff or a Moodle administrator can remove the message.




Editing a Post

The editor that is built in to Moodle has several features that are like those available in word processing software. At the top of the editor are buttons

and tools that you can use to enhance your text.

Some useful buttons are:



-  **Bullets, numbered lists & indents.** Use these if you want to do a bulleted or numbered list, or if you want text indented.
-  **Links.** Links can be pasted directly into the editor and will work but rather than pasting the link in full, you can put the link behind text such as UOW instead of <http://uow.edu.au>. To do this, select your text in the editor that you wish to make into a link, click the 'insert/edit link' button (the left button in this image) and enter or paste your URL into the **Link URL** field.
-  **Insert picture or media.** The first button is used to insert a picture. Place the cursor where you want the picture to be located, click the first button, select 'Find or upload an image' and use the upload a file to add the image. The Moodle media button is similar but is used to add sound or video files from your computer or videos from YouTube. YouTube links can also be pasted directly into the text in the body of the editor and will automatically display as a video when you post the message.

Displaying Messages

At the top of a discussion posting, you will see a drop-down menu. It will probably be set to 'Display replies in nested form' and is a common way of viewing forums.

The two most common settings are:

- Display replies in **threaded** form
Only the post starting the discussion will be displayed in its full form; replies will be reduced to the headlines (including information about the author and date) and organized chronologically; replies will be shifted towards the right so that only replies to the same post are in the same line.
- Display replies in **nested** form
All posts are displayed in their full forms; replies will be reduced to the headlines (including information about the author and date) and organized chronologically; replies will be shifted towards the right so that only replies to the same post are in the same line.

Keeping Track of Viewed Posts

Read tracking keeps track of the threads and posts that you have been to. To update this, go to your 'Profile' and in the 'Miscellaneous' box, click 'Forum Posts' or 'Forum Discussions' then you can 'Edit'.

Miscellaneous

[Blog entries](#)

[Notes](#)


[Forum posts](#)


[Forum discussions](#)

[Learning plans](#)

[Dashboard](#) / [Profile](#) / [Forum posts](#) / [Posts](#)

Posts made by Christy Garcia

 [ICWA at AICRC -> Discussion Forum -> Active Efforts](#)
by Christy Garcia - Tuesday, May 1, 2018, 1:35 PM
What's the difference between active efforts and reasonable efforts?
[Permalink](#) | [Edit](#) | [Delete](#)
[See this post in context](#)


 [ICWA at AICRC -> Discussion Forum -> ICWA](#)
by Christy Garcia - Tuesday, May 1, 2018, 1:34 PM
What is ICWA?
[Permalink](#) | [Edit](#) | [Delete](#)
[See this post in context](#)



Assignment submission

Assessment tasks for most subjects must be submitted electronically within your subject's Moodle site. Assessment tasks are usually listed in an 'Assignment Submission' section of your subject's Moodle site and also in the Calendar (assignment due date).

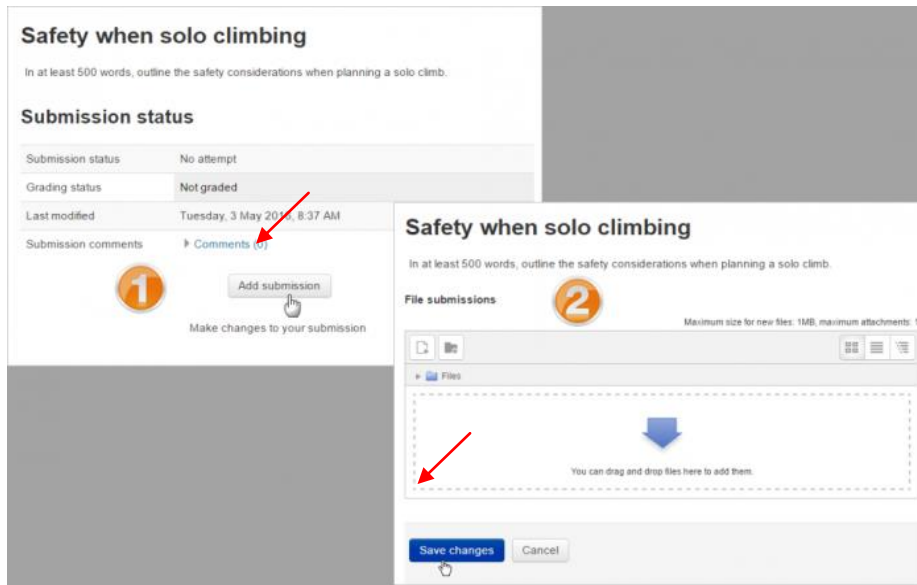
To open the assignment, click on the assignment link.

Assignment Submission
 [Assessment task 1 - Essay \(40%\)](#)

Submit an Assignment

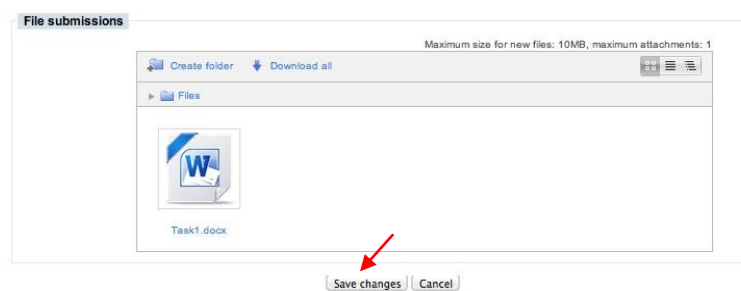
Read the instructions provided in the assignment description (top on page).

- 1) Click 'Add submission' button.



2) To upload files

You can drop and drag a document into the submission area or click 'Add' to use a file browser. Some assignments may have been setup with a text box for answers (in addition to the file uploader).



When you are ready to submit your assignment, click on the 'Save changes' button. Once you have 'Saved changes' a submission status page will open.

Submission status

Submission status	Submitted for grading
Grading status	Not graded
Due date	Friday, 29 June 2012, 3:00 PM
Time remaining	6 days 23 hours
Last modified	Friday, 22 June 2012, 3:04 PM
File submissions	assignment one.docx Export to portfolio

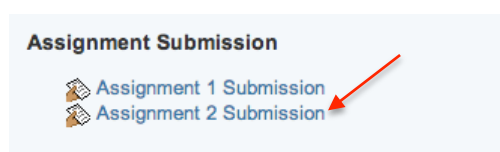
Edit my submission

Note: You can add comments to your teacher/ marker on this page. You can also edit your submission (such as changing the uploaded document to a newer version). You will be able to edit your submission up until the due date.

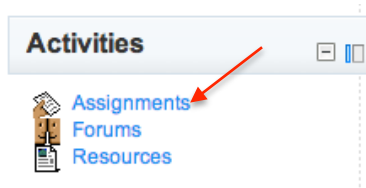
Receiving Assessment Task Marks/ Feedback

Accessing Assignment Marks and Feedback

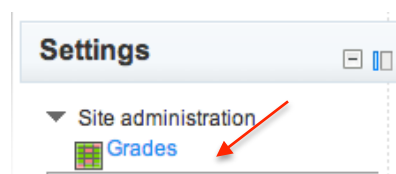
When marking is completed, it may be possible that your marked assignment is available by clicking on the assignment title (e.g., Assignment 1) again.



Alternatively, if your subject site has an Activities block, you can click 'Assignments' which will open an assignment overview page.



Some lecturers use the Gradebook to make assignment marks available to students. If available in your subject, click on 'Grades' in the Administration block on the left side of the Moodle screen.



This will take you to the Grades module. The table on this screen will list all the assessable items (assignments, quizzes, etc.) included in the subject, the maximum score for each assignment, and the mark or grade you have achieved for each assignment. Feedback comments may also be included. This is called the User Report – Reports on user within the subject site.

The screenshot shows a user profile for Brenda Vasquez with options to 'Message' and 'Add to your contacts'. Below the profile is a 'User report' dropdown menu and 'Visible groups' set to 'All participants'. The main content is a grade report table for 'Psychology in Cinema'.

Grade Item	Calculated weight	Grade	Range	Percentage	Feedback
Psychology in Cinema					
Analysis					
From Concept to Reality: Trauma and Film	97.09 %	65.00	0-100	65.00 %	A reasonable effort Brenda but back up your statements with examples from the films studied
Course discussion	2.91 %	Excellent point	Fair point-Excellent point	100.00 %	
Analysis total	48.36 %	68.00	0-103	66.02 %	

Note: Some tasks may be marked out of 100, but be worth only 40% of the subject's mark.

Types of Feedback

Depending on how your teacher setup the Assignment Submission drop box, your feedback may be in a number of forms. If your teacher decided to provide 'simple and direct' feedback, your feedback may include some text comments and/or a feedback file to download.

Your teacher may have marked your assignment using an online 'rubric'. If this is the case, you will receive feedback according to the rubric – with or without additional comments.

Your teacher may have setup an online 'marking guide'. If this is the case, you will receive feedback according to the marking guide – with or without additional comments or files to download.

Below are some examples of what your assignment feedback may look like.

Commentary


For this assignment, you have a choice from the following:

1. Reflect on the actions of residents, a community group, or others involved in action over an issue.
2. Reflect on the strategies and actions of a public interest group.
3. Review a biography or autobiography of a prominent peacemaker/activist.
4. Review a film that critically engages with, comments on, or showcases peace, war or non-violence.

Write a 700-word commentary which links course material and readings to the themes and subject of the case study.

[Consult your TA regarding your choice of case study, biography/autobiography or film.](#)

Submission status

Submission status	Submitted for grading
Grading status	Graded
Due date	Friday, 29 March 2013, 11:55 PM
Time remaining	Assignment was submitted 45 days 12 hours early
Last modified	Tuesday, 12 February 2013, 11:16 AM
File submissions	 iPadWebinars.doc
Submission comments	Comments (1)

Feedback

Grade Commentary for PS1A03 Commentary

Introduction Effective and clear indication of focus and scope	Clear and engaging
Case Study Conveyance of clear understanding of case study?	More explicitly linking your case studies to key themes and concepts would strengthen your analysis.
Level of engagement Depth of engagement and reflection, linking key themes from course material	A very good level of engagement More directly introducing the focus of your commentary will assist the reader and increase overall effectiveness.
Conclusion Representative of material presented, strong and concise	Clear and concise. A couple sentences clearly and directly summarising your key points would tie your commentary together.
Spelling and grammar	very good
Bibliography	Well done
Approval sought for case study	

86.00 / 100.00

Graded on Tuesday, 12 February 2013, 11:18 AM

Graded by  Colin Salter

Feedback comments Some very good work. See the marking guide for a breakdown.

Feedback files  keep calm.jpg