

Assessment Task 1: Critical Literature Review Presentation

Due: Sun, 12 Oct 2025 23:30

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Missing

ungraded

Attempt

Attempt 1

In Progress

NEXT UP: Submit assignment

Unlimited Attempts Allowed

Due date - Presentation: Second weekend intensive (see timetabled dates) at the allocated time (TBA)

Due date - All supporting files (presentation, reflection, reference list): 24/0U/2025, 11.55pm

Weighting: 50%

Length and/or format: 2500 words (equivalent) 15 minute presentation and 500-750 word reflection

Purpose: To critically analyse current literature informing understanding of the focus group's characteristics and needs with relation to contemporary strategies for supporting them in the classroom and reflect on how the recommended strategies support or challenge the methods recommended for teaching in inclusive settings.

Learning outcomes assessed: LO1, LO3, LO4

How to submit: Present the presentation in the allocated slot during the second weekend intensive. Submit supporting documents (presentation file, reflection, reference list) electronically via Turnitin on Canvas

Return of assignment: Feedback will be available via Canvas 15 working days after submission of supporting documents.

Assessment criteria: See assessment criteria in rubric

Referencing style: APA 7th

Expanded Task Title

Critical Literature Review Presentation and AI-Enhanced Exploration of Inclusive Education Strategies

Task Overview

Students will perform a critical literature review on a specific student population (e.g., students with autism spectrum disorder, gifted students, Aboriginal and Torres Strait Islander students, etc.). This task incorporates AI tools to gather, analyse, and critique current literature. Students will then synthesise their findings into a 15-minute presentation aimed at facilitating professional learning about the different student populations among their peers. Following the presentations, students will reflect on their learning with reference to application in their professional context.

Objectives

- Critically analyse current understanding of the focus group's characteristics and needs with relation to contemporary strategies for supporting them in the classroom. (LO1/LO4)
- Reflect on how the recommended strategies support or challenge the methods recommended for teaching in inclusive settings. (LO1/LO4)
- Discuss legal and ethical considerations related to students with complex needs (LO3)
- Enhance skills in synthesising information and presenting findings effectively.
- Facilitate professional learning and discussion among peers.
- Develop advanced skills in using AI tools for academic research.

Steps and Requirements

1. Literature Search Using AI Tools:
2.
 - Use AI tools such as GPT-4 to gather a broad range of academic articles, journals, and other reputable sources related to the [chosen student population](#)[Links to an external site.](#).
 - Acknowledge the use of AI tools in the methodology section of the presentation.
3. Critical Analysis:
4.
 - Critically analyse current understanding of the focus group's characteristics and needs with relation to contemporary strategies for supporting them in the classroom.
 - Evaluate the sources collected by AI, assessing credibility, relevance, and biases in the literature.
 - Identify gaps in the literature and suggest areas for further research.
 - Discuss how the recommended strategies support or challenge the methods recommended for teaching in inclusive settings.
5. Synthesis and Practical Application:
6.
 - Synthesise the information into a coherent evidence-based presentation, integrating critical analysis and reflections.
 - Propose practical strategies for inclusive education based on findings, considering the specific needs and contexts of the chosen student population.
 - Ensure to highlight legal and ethical considerations related to students with complex needs in your proposed strategies.
7. Presentation Structure:
8.
 - Introduction: Brief overview of the chosen student population and the purpose of the review.
 - Methodology: Description of how AI tools were used in the research process.
 - Literature Review: Critical analysis of the literature, highlighting key findings and gaps. Emphasise the understanding of the focus group's characteristics and needs, and how the strategies support or challenge inclusive settings.
 - Synthesis and Strategies: Integration of findings and proposed inclusive educational strategies, considering legal and ethical considerations.
 - Conclusion: Summary of the presentation and final reflections.
 - References: Provide a reference list for your review of the literature in APA 7th format.
 - Q&A: Engage peers in a discussion, addressing questions and facilitating further learning.
- U. Reflection (500-750 words, written after presentations):
10.
 - Reflect on what you have learned from the presentations.
 - Apply this knowledge to your own professional context.
 - Discuss what this means for your future professional practice.
 - Link your reflection with academic literature and reference specific presentations.
 - Include your thoughts on the use of AI in completing this assessment task.
11. Submission:
12.
 - Submit the presentation slides (or relevant file such as Prezi) and the written reflection, along with an APA 7th reference list, by the final due date in the week after presentations.

See rubric below for assessment criteria.

Presentation Tools

Students can choose to use any presentation tools they feel comfortable with, such as:

- PowerPoint: A widely used tool for creating slideshows.
- Google Slides: An online tool for creating presentations collaboratively.
- Prezi: A tool for creating dynamic, non-linear presentations.
- Canva: A graphic design tool that offers templates for presentations.
- Keynote: Apple's presentation software for Mac users.

Link to Unit Learning Outcomes

This task is designed to meet the following unit learning outcomes:

- LO1: Articulate an understanding of the characteristics and needs of students with complex needs, including those with autism spectrum disorder (ASD), gifted students, gender diversity, and disabilities. (APST HA 3.5, 3.7; APST Lead 1.1, 1.3, 1.6, 4.2)
Relevant Graduate Capabilities: GC1, GC2, GC3, GC7, GC8, GCU, GC11
 - LO3: Recognize the legal and ethical considerations related to students with complex needs and challenging behaviours. (APST HA 3.5, 5.5; APST Lead 1.1, 1.6, 3.1, 4.2, 4.3, 4.4, 6.4, 7.1, 7.3)
Relevant Graduate Capabilities: GC1, GC2, GC3, GC6, GC7, GC8, GCU, GC11
 - LO4: Explain the unique needs of Aboriginal and Torres Strait Islander students, and the impact of colonialism, discrimination, and marginalization on their inclusion in the classroom. (APST HA 2.4, 3.5, 5.5; APST Lead 1.1, 1.3, 1.4, 3.1, 4.4, 6.3, 6.4, 7.3)
Relevant Graduate Capabilities: GC1, GC2, GC3, GC4, GC5, GC6, GC7, GC8, GCU, GC11
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Referencing AI use

APA blog about citing AI use <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

[Links to an external site.](#)

This ACU guide may be useful <https://libguides.acu.edu.au/referencing/apa7-ai>

Give a summary of your methodology in the presentation and include detailed prompts in an appendix to your presentation.