**DIGITAL MEDIA ASSIGNMENT EXAMPLES**

Incorporating a **Digital Story** in a University Assessment Task

|  |  |
| --- | --- |
| **Subject** | Fundamentals of Science Communication (SCIE 911) |
| **Degree** | Masters courses |
| **Author** | Emily Purser [epurser@uow.edu.au](mailto:epurser@uow.edu.au) |
| **University** | University of Wollongong |
| **Year level** | Masters courses |
| **Context**  The subject is a core element of currently two Masters level courses, in Science and Public Health, which recruit international students. It aims to familiarise students with key types of language communications involved in Science and Health disciplines, and in the assessment of learning at UOW, and to develop fluency in reading and writing critically about scientific literature in English.  Learning activity in class and online focuses on interaction and collaboration; finding, comparing and evaluating sources of information; adapting research reports for diverse audiences; reflecting on how scientific knowledge is developed at individual and professional levels; and discovering more about academic and social English, as personal English language proficiency is documented and developed. | |
| **Assessment Tasks**  There are three assessment tasks in the subject: A short literature review; a re-presentation of a journal article as a visually supported talk and a poster; and a digital story.  The digital story documents and reflects on individual experience of challenge and change in language and learning. This assignment is quite flexible in topic and format. Students are to produce a multimedia story or explanation that can be shared with others, giving a ‘reality bite’ insight into the student experience, and/or advice for future students about some aspect of learning in this context.  The digital story should comprise photographic representation of real life of the student, and audio of their voice. Students are provided many examples, and shown a range of free and easy to use technologies for creating multimedia text. Some choose to blog, others create illustrated writing and speaking in PowerPoint… but most choose to create a short video, as they find the format engaging and want to learn how.  Their story can focus on particular learning, literacy, teaching or assessment practices they experience at UOW, it can recount difficulties and how they were overcome, or it can explain how something should be done… or, if preferred, it can focus on a challenging topic or concept explored in subjects the student is currently studying. Students have free choice from a range of approaches, all exemplified and guided in class and on the class blog. Whichever they choose, their task is basically to engage in a bit of ‘citizen journalism’ or ‘how-to’ instruction in an educationally focused way, telling us about everyday challenges for international students in their first semester at an Australian university. | |
| **Marking Rubric**  **Academic Language & Learning resource**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Evaluation Criteria | **A** | **B** | **C** | **D** | **/5** | | 1. Identification (in introduction & conclusion) of specific problem, procedure or question represented & clarification of resource’s educational purpose 2. Capture of authentic English language in play in situation 3. Illustration of the problem, process etc (visible evidence) 4. Structure of the storytelling (from scene setting to seeing the challenge, engaging in a learning process, using resources & ending up with a solution or new goal) 5. Insight or explanatory power – relevance and accuracy of words spoken or written to explain what is illustrated 6. Acknowledgement of information sources, other resources, illustrations and people involved in production |  |  |  |  |  |   **Key to Rating:**   |  |  |  |  | | --- | --- | --- | --- | | **A** | excellent/ no problems/ accurate/  very appropriate | **B** | good/ minor problems/  mainly accurate/ largely appropriate | | **C** | fair/ some problems/ fairly accurate/  reasonably appropriate | **D** | poor/ major problems/ inaccurate/  inappropriate |     **Please Note:** production values (technical proficiency with software) are not criteria for evaluation on this task. You’ll do your best of course, but this is not about professional quality resource production – it is about what you learn in the process, which is reflected in the above evaluation criteria ☺  **Marker’s Signature:** ………………………………………… | |