**DIGITAL MEDIA ASSIGNMENT EXAMPLES**

Incorporating a **Podcast** in a University Assessment Task

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| **Subject** | Introductory Chemistry (CHEM1105) |
| **Degree** | Multiple degree programs |
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| **University** | University of Western Australia |
| **Year level** | First year |
| **Context** The course aims to provide students with a basic grounding in key chemical concepts covered in the Year 11 and 12 chemistry syllabi. The course is designed for students with little or no relevant chemistry background |
| **Assessment Task**Title: Creative Podcasting in Chemistry In this task, students were required to work in small groups to create a 3-minute podcast on a core chemistry concept. The topics of ‘acids & bases’ and ‘oxidation & reduction’ were assigned to students; these are two concepts in the course that students often find difficult (as shown by anecdotal evidence and past examination performance). They were encouraged to approach the task creatively, for example presenting analogies or practical applications of the concept.To complete the assignment, students were placed into groups of three based on their assigned bench in the practical laboratory class. This ensured they had shared timeslots to work together on the task in the weeks when lab sessions weren’t scheduled. Groups of three were chosen to ensure that if one person didn’t carry their weight for the task there was still a team of two to work on it. The purpose of the task is explained to students during a lecture. Students were briefed about the task in a lecture and provided with an assessment handout via WebCT (UWA’s online learning management system at the time). The handout contained the task instructions and marking criteria. An example podcast on the topic of ‘atoms and chemical bonds’ was created and placed on the unit WebCT site so that students could listen to it and get ideas. ‘Atoms and chemical bonds’ is the first topic taught in the unit.Students submitted their completed podcasts through the WebCT learning management system. Each group was given a group name to help preserve the anonymity of the students. To give the students the perception that the assessment task was meant to be a bit of fun, group names were based on characters from a commercially available chemistry card game, ElementaursTM (e.g. Princess Neo). The podcasts were uploaded to the class’s WebCT discussion board during the final week of semester and were available for students to listen to during study week. Students were required to listen to and comment on a minimum of six podcasts (three about ‘acids & bases’ and three about ‘oxidation & reduction’, with their own included in the total of six) from their practical class group. |
| **Marking Rubric**The podcasts were assessed using a marking rubric with five criteria: 1) how well the introduction set the scene; 2) clarity, accuracy and relevance of content; 3) whether the conclusion provided a clear summary of the main points; 4) the structure and flow of the podcast and 5) technical sound quality (volume and clarity). Bonus marks were also awarded for creativity. The podcasts were marked by the course coordinator. Students were required to complete a teamwork assessment, evaluating individual contributors to the group assessment task. Students were asked to sign a digital publication authorisation from to allow the podcasts to be published on *iTunesU*. |