**DIGITAL MEDIA ASSIGNMENT EXAMPLES**

Incorporating a **Video** in a University Assessment Task

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| **Subject** | SCIF1101 *The Scientist: Professional Perspective & Practice* (semester 1)  SCIF1102 *Fundamentals of Professionalism in Science* (semester 1)  SCIF1111 *Perspectives in Medical Science* (semester 1)  SCIF1121 *Advanced Science: Professional Perspective and Practice* (semester 1)  SCIF1131 *Science: Technological, Historical & Professional Perspectives* (semester 2) |
| **Degree** | Medical Science (SCIF1111 or SCIF1131, compulsory)  Advanced Science (SCIF1121 or SCIF1131, compulsory)  Science (SCIF1101, elective)  University Preparation Program (Science stream, SCIF1102, compulsory) |
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| **University** | University of NSW |
| **Year level** | Year 1, semester 1 (typical, or semester 2) |
| **Context** (2 sentences)  It is important, that students gain, as early as possible in their program of study, a sense of professional identity, who they are to become, which assists with the broader cognitive as well as affective dimensions of the student experience. Across different programs of study in Science groups of students produce a video-based interview with a professional, affording them insights into their professional future. | |
| **Assessment Task**  **Title: “A Scientist at Work” (SCIF1121 task)**  As a *group* (3-4 members, *no smaller or larger*; you can work with anyone in the course on this assignment), interview a professional scientist and produce a short video or multimedia piece, which tells the scientist’s story to science students, including your course-mates.   1. **Process.** You must interview a scientist (including mathematicians, to be clear), such as an academic or senior postgraduate research student at UNSW, or any other university or research institution. Alternatively, interview a scientist or science graduate in industry in a field of interest to you, or visit a laboratory, zoo, field station or other scientific facility, and talk to one or more individuals with science backgrounds working in that organisation. The aim is to get you learning about someone in the working world who is using their scientific background and/or a career making use of scientific training, or how science happens in an organisation, through the ‘eyes’ of one or more scientists. Such insights help you to make more informed choices about your future career. The scientist you interview must be engaged actively, for at least part of their time, in research or at least curiosity-driven work, rather than wholly day-to-day routine work. If a postgraduate student, they must be in at least the second year of their PhD, *but ideally you should be interviewing someone who is graduated and working and someone who has completed a PhD*. 2. **Face-to-face.** As with the classmate biography essay, you must provide **evidence** that your group conducted the interview in person – of course this is not much of a problem when you need to use video (!), though it could be an issue if a multimedia piece. The aim of this exercise is to get you face-to-face, one-on-one (well a few-on-one), with a scientist. Think about why. *Interviewing a close friend or relative is unacceptable.* Once again, think about why. So, go play and make a new friend. Who knows, the person you meet might offer you a job one day... 3. **Length.** The final video should be about 5-10 minutes in length, *as a* ***very broad*** *guideline*. Of course length may and can vary, but think about factors that might dictate the quality and quantity of your final product. 4. **Due.** By the end of Week 10 (but, as the submission window will be set up by Week 8, earlier submission is fine!). This allows time for peer review to be completed by Week 12, to reduce workload at the very end of semester. 5. **Submission.** Please follow these instructions ***carefully***. Submission of your video will be online, via UNSW TV (a link will be provided through Moodle). The template you will use will be made available to you. The video should conform in size and format to the requirements of the UNSW TV site. If these instructions are not followed, your assignment will be rejected. As with the classmate biography essay and the seminar, the video/multimedia piece will be subjected to peer review. This will also be conducted through Moodle and a link to the review assignment will be provided. As you will see from the UNSW TV instructions (you should be able to find them), you will need to upload a link to your video in the peer review assignment. 6. **Marks and assessment.** This assignment contributes 20% to your final mark and grade for the course. The overall mark for this task will comprise a mark for the **product**, taking into account feedback from group members on individual roles and contributions to the **process**, and, to some extent, **feedback from peers** on the product (guides for feedback will be provided online). You are required to submit not only the video assignment as the group product, but individual feedback on the group process. Failure to complete this latter task will result in a 20% reduction in your mark for the video. Feedback on your peers may be used to adjust marks for the task, based on relative contribution to completion of the task. Further, you must complete your peer reviews of videos produced by other groups (usually 1-3); failure to complete the peer reviews will result in a 20% reduction in your mark for the video. 7. **Suggested questions/topics:**   These simple questions (*or questions like these, with wording of your choice*) should serve as a ***starting point***, to ensure a common basis between assignments; you are likely and strongly encouraged to formulate further questions when you find your scientist or even as you conduct the interview (a common occurrence in interviews).   * What do you do? * How did you come to be doing it? * Why are you doing it? * What are best and worst aspects of your job? * What interests do you have outside of your work? * What do you recall of your first year at university?  1. **Citations:** Why do I need citations for an *interview*? Find guidelines on effective ways to conduct and present interviews such as this (or the information you obtain), when using video. Provide at least two citations for such guidelines with your assignment; these can be included in your video, or when you upload your video to UNSW TV.   I hope you find this assignment challenging and enjoyable! | |
| **Marking Rubric**  As an individual, you have to assess the group video/media project assigned to your own group. **Please provide comments and an indicative mark (%) and/or grade (PS, CR, DN, HD) within your comments.** Identify *clearly* at the beginning of your commentary the group members and the scientist from the assignment under review. Remember that this assignment is an exercise in communication, providing the audience (including you) with a ‘picture’ of a professional scientist. Comment on the clarity of the messages as well as the quality of the production of the video and, finally, your overall impression. Consider the requirements of the assignment and your expectations as a viewer or consumer of this piece of communication. Be as comprehensive as possible in your review.  **SCIF1121 - Group Video Experience**  Your name and ID:  As an individual, please comment on your experience of undertaking this assignment, in particular (but not limited to) working in the group on this assignment. Feel free to provide as much information as you wish, but one page should be sufficient.  As this is a Word document, enter your text, save the file using the filename format just below, and then post it to the assignment submission in Moodle.  SCIF1121\_VidAss\_StudentName\_StudentID\_Exp.docx (or doc) | |