**DIGITAL MEDIA ASSIGNMENT EXAMPLES**

Incorporating a **Blended Media Presentation** into a University Assessment Task

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| **Subject** | Environmental Biology - BIO1042 |
| **Degree** | BSc, BEnvSci |
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| **University** | Monash University |
| **Year level** | 1st year |
| **Context**  General aims of this assignment are to gain a deeper understanding of climate change and its actual and potential impacts on biota through:   * monitoring and recording of baseline seasonal information on a ClimateWatch indicator species; * develop skills in observation, data gathering, record keeping and teamwork; * a short media-based presentation on a ClimateWatch indicator species, including aspects of its biology and ecology. | |
| **Assessment Task**  **Title:** **ClimateWatch media project**  ClimateWatch was developed by the Earthwatch Institute, together with the Bureau of Meteorology and a number of universities, to gain a more thorough understanding about how climate change may be affecting the biology and behaviour of Australia's animals and plants. Species information can be found directly on the ClimateWatch website and of field guides can be downloaded and printed for use. In this project, you and your fellow team members will carry out baseline research and gather information on a particular ClimateWatch species. You will input this information into the ClimateWatch database, and use it, together with other information on your species, to generate a short presentation (video, PowerPoint or blended media) that you will show to your fellow environmental biology students in the final week of semester.  **Week 2 – Jock Marshall Reserve**   1. Species selection, group formation and introductions; 2. Uploading of students to the ClimateWatch database; 3. Team planning re site choice, monitoring techniques and frequency, and data recording.   **Weeks 3-11 – Data collection, input to ClimateWatch and development of presentation**  By the end of week 3, your group must have entered the first set of observations about your species into the ClimateWatch database.  While observations of your indicator species can be made using notes, a more scientific (and convenient) method is to collate your data into a set of tables. When thinking about how to construct each table, consider the following points:   1. The location, date and time of day of each observation; 2. The species attributes you plan to monitor. For example, if your species is a bird, you might gather information such as where you recorded the species, and at each location, behaviours such as nest building, courtship, food collection, or feeding (if, for example, the bird has young in the nest).   You might link your target species to an existing habit and use that as an anchor for your observations. Here are some suggestions on how to do this:   1. Link it to a daily habit during your commute to university (e.g. walking to the train or bus in the morning); 2. Set your survey walk to a set time each week (e.g. 9 am / 1 pm each week before your BIO1042 practical, walk a specific circuit and record your species); 3. Group members could swap routes or activities (e.g. team member 1 walks route A and records, team member 2 walks route A in reverse and records - compare with each other); 4. Students living in different areas could compare what they observe about their target species (e.g. a person in Hawthorn could compare what is happening with London Plane Trees with another team member who lives in Carlton). When do new leaves (this is a deciduous species) start appearing? When do flowers appear?   **Producing your video, PowerPoint or blended media presentation**  a) Generate a story board for your indicator species. Each team member should draft a storyboard for your video or PowerPoint presentation – this will keep you on task and thinking about how best to create your presentation to tell your ‘story’.  b) After you have each drafted a storyboard, work together to either incorporate the best bits of all the storyboards into your group video or select the best storyboard. This will enable you to discuss and reach consensus and goal for your video project.  c) In putting together your video / presentation, develop your own video / ppt slides, using the same clips (for video) and music (for both types), but with your own transitions and effects. Showcase your videos to each other and then decide on the best video to showcase to the rest of your practical class.  Regulations regarding the content of your digital media presentation   * No nudity (except for animals or plants) or sexual innuendos. * No alcohol or drug-related scenes. * No swearing or racist comments. * No offensive background music. * No violence (to plants, animals or humans) or abusive situations.   **Week 10 – feedback on your draft presentation**  This week, you will spend 15-20 mins discussing your storyboard and/or draft presentation with the teaching associates. They will provide your group with constructive feedback, including comments and suggestions on how to improve the content, structure, flow, and cohesiveness of your presentation.  **Week 12 – Presentation to peers, peer and Teaching Associate assessment and feedback**  In week 12, you and your group will have 10 minutes to introduce and show your video / ppt presentation of your assigned ClimateWatch species. There will time (3 minutes) after your presentation for questions and feedback from the audience, and for you to provide further information or clarification if required. Remember: your presentation should be no longer than 10 minutes in duration. | |

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| **Marking Rubric**  Your video, PowerPoint or blended media presentation will be assessed by your Teaching Associates and two other student groups in your session. Each member of your team will also be assigned marks (/4) based on a self- and peer-assessment of your efforts over the course of the project. Thus, it is vital that you collaborate to ensure everyone makes an equal contribution to the project and final presentation.  ASSESSMENT SUMMARY - This practical is worth 7% of your overall grade in BIO1042.   |  |  |  | | --- | --- | --- | | Activity | Comments | Marks | | Peer / Self assessment | Self and peer assessment of team member input to the project (observations, data collection, development of the presentation) | /4 | | Presentation | Peer assessment of presentation (averaged of two groups) | /4 | | Presentation | Teaching Associate assessment of presentation | /12 | | Total | | /20 |   **ClimateWatch presentation – Teaching Associate Assessment Rubric**  **TEAM name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Prac session:\_\_\_\_\_\_\_ Team # \_\_\_\_\_\_\_**  **Presenter names: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  Please assess the presentation using the following assessment rubric. Write one mark for each criterion in the corresponding box.   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Criterion** | | **HD**  (18) | **D**  (15) | **C**  (12) | **P**  (9) | **N**  (5) | | The presentation was well researched | |  |  |  |  |  | | The presentation demonstrated proficiency in the use digital media (e.g. PowerPoint, video or blended media) | |  |  |  |  |  | | Terms and concepts were clearly defined | |  |  |  |  |  | | The presentation was well structured and cohesive | |  |  |  |  |  | | The presentation was interesting and relevant | |  |  |  |  |  | | The presentation incorporated team observations / data of their study species | | Heaps  (30) | Much  (16) | Some  (12) | Little  (10) | None  (0) | | **Mark :** | **/120** | | | | | | | What aspects of the presentation did you like? | | | | | | | | How could the presentation be improved? | | | | | | | |