

Assignment 1 – Annotated bibliography and feedback – Unit weight 25%

Criteria	High Distinction (80-100%)	Distinction (70-79%)	Credit (60-69%)	Pass (50-59%)	Fail (0-49%)
<p><b>Market Research (33%)</b></p> <p>Research the impact of the Internet on your chosen company and source useful material for your peers. <a href="#">Exemplar link</a></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provided references are relevant, insightful, wide-ranging, and cross-disciplinary.</li> <li><input type="checkbox"/> Each reference has a perceptive and succinct summary showing critical evaluation and reflection on the topic and the needs of the audience.</li> <li><input type="checkbox"/> Review of peer presentations evaluates the research material used in the presentation.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provided references are relevant, varied, and meaningful.</li> <li><input type="checkbox"/> Each reference has a thoughtful and succinct summary showing critical analysis of the topic and selection on the needs of the audience.</li> <li><input type="checkbox"/> Review of peer presentations analyses and describes the research material used in the presentation.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provided references are relevant and logical but could be more varied and insightful.</li> <li><input type="checkbox"/> Each reference has a descriptive summary showing definition of the topic and audience.</li> <li><input type="checkbox"/> Review of peer presentations describes and identifies the research material used in the presentation.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provided references are mostly relevant but predictable and could use more variety.</li> <li><input type="checkbox"/> Each reference has a basic summary showing cursory research on the topic and audience.</li> <li><input type="checkbox"/> Review of peer presentations identifies research material in the presentation.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> References need to be more substantial in relevance and research.</li> <li><input type="checkbox"/> References require a more thorough explanation with more thought placed on the needs of the audience.</li> <li><input type="checkbox"/> Review of peer presentation needs to show greater analysis of how it used the research material.</li> </ul>
<p><b>Teamwork and Communication (33%)</b></p> <p>Communicate effectively and professionally with all project stakeholders.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Forum communication is professional and shows evidence of reflection, detailed examination and strong arguments when developing final reference selection.</li> <li><input type="checkbox"/> Participation within group shows active creation and facilitation of a supportive community of practice to assist their team’s growth and learning.</li> <li><input type="checkbox"/> Written communications and referencing is clear, concise, and error-free.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Forum communication is professional and shows evidence of examination and sound arguments during final reference selection.</li> <li><input type="checkbox"/> Participation within groupwork is regular, supportive, and meaningful to others.</li> <li><input type="checkbox"/> Written communications and referencing is clear, concise, and mostly error free.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Forum communication is professional, shows some arguments and identifies how final reference selections were determined.</li> <li><input type="checkbox"/> Participation within groupwork is meaningful to others but could be more frequent.</li> <li><input type="checkbox"/> Written communications and referencing is relevant and clear but requires effort spent on summarising and error checking. Refer to <a href="#">Cite-write</a> for help.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Forum communication is professional and final reference selections are discussed and submitted correctly.</li> <li><input type="checkbox"/> Participation within groupwork shows some support to others but is infrequent and could be more meaningful to others.</li> <li><input type="checkbox"/> Written communications and referencing is sound and conveys meaning but requires extra effort on summarising and error-checking. Refer to <a href="#">Cite-write</a> for help.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Forum communication is absent or unprofessional. A more active role in the selection of final references will provide a better learning experience.</li> <li><input type="checkbox"/> Participation within groupwork is low, unprofessional or needs to be made more relevant for others</li> <li><input type="checkbox"/> Writing is unclear and needs improving. Referencing is inadequate and requires more practice. Refer to <a href="#">Cite-write</a> for help.</li> </ul>

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<p><b>Provide Feedback (33%)</b></p> <p>In your group, critically review your peer’s presentation and provide professional feedback.</p>	<input type="checkbox"/> Feedback is clear, insightful, and constructive. It shows reflection on previously supplied research and enhances the learning for all stakeholders.	<input type="checkbox"/> Feedback is clear, meaningful, constructive, with consideration shown for all stakeholders. Judges the presentation against the provided research material.	<input type="checkbox"/> Feedback is constructive and determines how previously supplied research is used but could be clearer and further consideration of stakeholders is needed.	<input type="checkbox"/> Some feedback is constructive and recognises supplied research material but could be clearer and made more meaningful to other stakeholders.	<input type="checkbox"/> Feedback is absent, not relevant, and not constructive. Consider the needs of the stakeholders by thinking about the feedback you would like.

Comments

Assignment 2 – Online presentation and feedback survey – Unit weight 25%

Criteria	High Distinction (80-100%)	Distinction (70-79%)	Credit (60-69%)	Pass (50-59%)	Fail (0-49%)
<p><b>Data Analysis and Presentation (50%)</b></p> <p>Analyse and collate information from provided research material and other sources. Present key facts and potential solutions to your employer. <a href="#">Exemplar link</a></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Presentation shows critical evaluation of resources and selection of insightful key points.</li> <li><input type="checkbox"/> Presentation shows persuasive, articulated arguments with support of wide-ranging and relevant sources.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Presentation shows analysis of resources and selection of meaningful key points.</li> <li><input type="checkbox"/> Presentation shows informative and well-constructed arguments with support of relevant sources.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Presentation shows selection and application of relevant key points but could use more insightfulness.</li> <li><input type="checkbox"/> Presentation shows defined and logical arguments with support of relevant sources but could be more persuasive and use more variety in sources.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Presentation identifies some credible information but could use more key points and structure to strengthen their case.</li> <li><input type="checkbox"/> Presentation contains limited credible arguments with support of some relevant sources. Practice, clarity, and further research and use of relevant data will produce better results</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Presentation requires more research and use of credible and relevant information.</li> <li><input type="checkbox"/> Presentation requires further practice and structure to increase clarity and persuasiveness of argument.</li> </ul>
<p><b>Creativity and Ideation (25%)</b></p> <p>Choose a method to present the key points and your suggestions effectively to your employers.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learner’s solution shows critical evaluation and illustration of the problem.</li> <li><input type="checkbox"/> Presentation method is supported by reflection and comparisons of multiple alternative ideas and the needs of the audience.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learner’s solution shows analysis and explanation of the problem.</li> <li><input type="checkbox"/> Presentation method is supported by analysis and comparisons of alternative ideas and the needs of the audience.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learner’s solution shows identification of the problem but needs further evaluation.</li> <li><input type="checkbox"/> Alternative presentation methods are listed with thought given to the needs of the audience.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learner’s presents a solution but would benefit from more evidence of evaluation.</li> <li><input type="checkbox"/> Presentation method is relayed and confirmed by lecturer but reflecting on alternative ideas could create a better solution.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Solution requires more thought applied to identify the problem and create solutions.</li> <li><input type="checkbox"/> Presentation method was not confirmed by lecturer. Be sure to check the brief and use the valuable resources at your disposal.</li> </ul>
<p><b>Provide Feedback (25%)</b></p> <p>Reflect on this process and complete the online feedback form and provide professional feedback to your peers.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Feedback is clear, insightful, and constructive. It shows reflection on previously supplied research and enhances the learning for all stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Feedback is clear, meaningful, constructive, with consideration shown for all stakeholders and provided research material.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Feedback is constructive and determines how previously supplied research is used but could be clearer and further consideration of stakeholders is needed.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Some feedback is constructive and recognises supplied research material but could be clearer and made more meaningful to other stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Feedback is absent, not relevant, and not constructive. Consider the needs of the stakeholders by thinking about the feedback you would like.</li> </ul>

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## Section 2: Evaluation/Annotation

Note	Description
<p>①</p>	<p>Initial thoughts...</p> <p>The world of rubrics feels a bit chaotic to me because there seems to be no standard to follow, which is surprising considering its relevance to learning and assessment. I found various conflicting guidelines to follow, differing formats to try, and multiple taxonomies to use. While the initial sense of freedom may seem seductive, it conflicts with what I learnt early in my graphic design career – standards can save time and money, and constraints breed creativity.</p> <p>Now that I've finally completed this latest iteration of my rubric, I can now visualise the benefits of a rubric in grading work (both students and my own). According to Stevens &amp; Levi, (2012), a 5-level tick-box style rubric such as mine takes longer to create as you must forecast the potential feedback required. But once you start grading, feedback is supplied with a tick of a box instead of writing out lengthy (and repetitive) feedback for each student. Additionally, the student can early on see a "concreteness" in what is important in the assessment (Centre for Innovation in Legal Education, 2014).</p> <p>I believe it is important to note that this rubric will probably never be finished and will need constant adjustment based on analytics data, student and inter-assessor feedback and course content changes. Regular use of a meta-rubric could help identify where changes would need to be made (Stevens &amp; Levi, 2012).</p>
<p>②</p>	<p>Am I aligning with the learning outcomes (LO)?</p> <p>While LO1 is more evident throughout the assessment sheet and rubric, my teammate Zoe mentioned that on a previous version of this rubric, she struggled to see alignment with LO4 and LO5.</p> <p>So, after some changes, I believe LO5, "Demonstrate responsibility, accountability, and ethical behaviour in professional contexts", is covered when the student reflects and empathises with their peers and audience requirements. In addition, the student's professionalism will be defined and regularly judged as they interact through the unit and information and feedback flows back and forth.</p> <p>LO4, "Communicate and facilitate communication through a variety of media, for different purposes and different audiences", is harder to spot on the rubric and assessment sheet but has been covered through the careful design of the assessment tasks. All the mandatory tasks have students using various media to communicate with all stakeholders. At the same time, they work in groups and individually to act as researchers, consultants, subject matter experts, and co-workers. They synthesise arguments, give feedback, negotiate with peers and teacher and present data to an employer.</p>

Note	Description
<p>3</p>	<p>Exemplars – good or bad?</p> <p>I find exemplars assist my learning dramatically as they provide clarity and remove unnecessary cognitive load when trying to work out how assessments should be presented. An exemplar is also an excellent option to promote comprehension under the Universal Design for Learning (UDL) principles (University of New South Wales, 2019).</p> <p>During this unit's Zoom meetings, I was surprised when I heard that exemplars could influence the submitted work too much (S. Soulis, Oliver. R, personal communication, June 2021). Upon further research, I found that Newlyn (2013) agrees with this statement saying that exemplars can suppress creativity and lead to unconscious plagiarism or 'parroting'. However, Newlyn says that exemplars do have substantial benefits, with one being the ability to ensure clarity, especially when provided along with an explanation of the rubric. This transparency is one of Race's key values of assessment (2019).</p> <p>I decided to include exemplars in my assessment because a well-written "dummy" annotated reference is easily created, and the potential 'parroting' of a presentation exemplar can hopefully be negated by creating a criteria for creativity and ideation.</p>
<p>4</p>	<p>Choosing the scale terminology</p> <p>I initially planned to create some fun corporate-style levels of achievement in the name of authenticity (Herrington et al., 2009). According to Stevens &amp; Levi, (2012), it had to be something clear, positive, and distinctly separated, so one idea was to use something like CEO/VP/Manager/Team Leader/Intern. I decided that this was too culture-specific and would require translation to make it accessible for all learners (University of New South Wales, 2019). The traditional HD/D/C/P/F scale is already an accepted standard for a college course, so using it reduces the teacher workload. So, to use Race's terminology, the manageability benefit outweighed the potential benefit of using real-world titles, at least in this case (2019).</p>
<p>5</p>	<p>Creating and weighing the criteria dimensions</p> <p>I found writing my criteria difficult and realised that good measurable outcomes, assessments, and tasks make rubric writing a lot easier.</p> <p>I took on board Wise's comments about measuring what really matters and avoiding overwhelming students with too many unaligned criteria (2019).</p> <p>The weightings took a bit of thought, and my justifications were different for each assignment. In the first assignment, I believe that the criteria are all equally important in aligning with the outcomes. For the second assignment, I changed the weighting and lowered the "Creativity and Ideation" component. Because even though it is important and provides handy feedback, it's more of a carrot to help overcome any copying of the exemplar.</p>



Note	Description
<p><b>6</b></p>	<p>Measurable verbs, subjectivity, and 'can-do' language</p> <p>The descriptors were challenging to create, and they were the source of almost all feedback I received from my group members.</p> <p>In further iterations of this rubric, as suggested by Stevens &amp; Levi (2012), I would like to break down the tasks further and make the descriptors more granular and specific. I was planning on using quantitative elements such as the number of references submitted, but Wiggins &amp; Mctighe (2012) advises caution here as a submitted paper with five footnotes will not necessarily be better than a paper with two footnotes. However, I did end up using words such as "more" and "some" to help differentiate between levels.</p> <p>I used Bloom's Taxonomy (Charles Sturt University, 2021) instead of the SOLO taxonomy as I found the verbs easier to use in creating understandable and measurable sentences. Hopefully, this will help in inter-assessor reliability (Race, 2019) (Stevens &amp; Levi, 2012).</p> <p>The use of subjective language still confuses me, and perhaps I have used too much, for example, do "insightful" and "meaningful" have enough differentiation in meanings? I will argue that these subjective words seem to help provide positive language and helps guide feedback, and they do seem to be prevalent in many professional examples I found (Bennett et al., 2013).</p> <p>As suggested by Race (2019), Stevens &amp; Levi (2012) and Wise (2019), I have tried to use positive, 'can-do' language that does not discourage the student or "close the door" on their learning. "If we are going to truly use the rubric as a tool to enhance students' ability to self-assess and thus enhance their performance, we must provide clear markers along the way for how students can improve and not unintentionally send the message that their ongoing work is insufficient rather than on a path of progress" (Wise, 2019).</p>
<p><b>7</b></p>	<p>Personal feedback</p> <p>I have allowed this dedicated comment section to promote helpful (but not necessarily weighted) feedback to the student. This space allows for feedback on the custom criteria that the student submits in assignment two.</p>

## References

Bennett, S., Mulgrew, A., & Alberta Assessment Consortium. (2013). *Building better rubrics*. Alberta Assessment Consortium.

Centre for Innovation in Legal Education. (2014, October 18). *Learning objectives, rubrics, and feedback: Oh my! Rubrics*. YouTube.

<https://www.youtube.com/watch?v=w4Or3P7R16Y>

Charles Sturt University. (2021). *Example rubrics*. Teaching at CSU; <https://www.csu.edu.au/division/learning-and-teaching/home/assessment-and-moderation/assessment-resources-and-information/example-rubrics>

Herrington, J., & Oliver, R. (2000). An instructional design framework for authentic learning environments. *Educational Technology Research and Development*, 48(3), 23–48. <https://doi.org/10.1007/bf02319856>

Newlyn, D. (2013). Providing exemplars in the learning environment: The case for and against. *Universal Journal of Educational Research*, 1(1), 26–32. <https://doi.org/10.13189/ujer.2013.010104>

Race, P. (2019). *The lecturer's toolkit: A practical guide to assessment, learning and teaching* (5th ed.). Routledge. <https://doi-org.ezp01.library.qut.edu.au/10.4324/9780429060205>

Stevens, D. D., & Levi, A. J. (2012). *Introduction to rubrics: An assessment tool to save grading time, convey effective feedback and promote student learning*. ProQuest Ebook Central. <https://ebookcentral.proquest.com>

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Wise, M. (2019, March 17). *Rubric repair: 5 changes that get results*. Cult of Pedagogy. <https://www.cultofpedagogy.com/rubric-repair/>