

Case Study Six

Infographic Presentation – Academic Communication

Task Description: Use an infographic and an oral presentation to compare and contrast TWO academic communication processes involved in your discipline area.

Weighting: 35%

Level: First year undergraduate

Outline and Instructions:

In this assessment task you are required to compare and contrast TWO academic communication processes involved in your discipline area. For example, you may choose to use written versus oral methods, or two types of written methods such as case study report and argumentative essay. Alternatively, you may choose to compare and contrast two oral presentation formats or an individual task versus a group activity. The textbook outlines a number of different academic communication methods that could be suitable. You can also discuss your choice with your tutor before starting the task.

You will use an infographic to visually display your work in a simple way by using a suitable colour scheme, font type and size, figures, tables and images as well as text. An effective infographic contains well researched facts and statistics, maintains a consistent argument throughout and draws conclusions, supported by citation of all sources that you use.

One tutorial session will be allocated to provide guidance on the techniques of developing an infographic. You will present your infographic to the class in an individual five minute talk

Marking Criteria:

- Creative visual depiction of information
- Organisation of material that presents a logical argument
- Well-presented and supported by appropriate references
- Conclusions drawn from analysis of information presented

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Workshop Rebuild

Workshop Participants:

Joe PERRY (ACU), Colin JEVONS (Monash), Carol MILES (Newcastle), Phillip DAWSON (Deakin)

Identified Problem Areas:

- There doesn't seem to be a lot of class time allocated to this task, which means that a student can just Google the answers or get someone else to do it.
- It is not compulsory to discuss this assignment with anyone else during production (e.g., a tutor, other classmates, an academic).

Redesign of the Assessment Task:

- We recommend a rough draft conversation where the student needs to present the draft and explain it to someone else.
- Incorporate reflection into the task.
- Ask the student to adapt their final item based on the draft conversation feedback.
- The measures we have suggested mean that the student is required to defend their submission in person on two occasions. This does not stop the student buying the assignment, but it does mean that the student needs to understand the material they are presenting.
- The requirement to change the final item in response to feedback on the draft means that the student needs to submit two items that build upon one another. If a student chooses to purchase the item they will need to purchase two things, and they will need to explain the feedback to the assignment sellers.