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| University Centre SPARSHOLTHigher Education: Assignment/Assessment Feedback Sheet2021 - 2022 | | | | | | Student Helpdesk Stamp | |
| Course/Programme Title & Code:  **MSc EBPT**  MSc AZB | | | | Level:  **7** | | Module Tutor/Assessor:  **KAH/ NCS** | |
| Module/Unit Title & Code:  **Flying Start** | | | | Course Tutor:  NCS/ KAH | | Learning Outcome(s):  NA | |
| Assessment Title:  **Journal Review** | | | | | | I/G:  **I** | |
| Plagiarism Statement: Submission of this document certifies that work contained in this assessment was researched and prepared by me. *My completed work has also been submitted via Turnitin.*  **UoP Registration Number: 724818** | | | | | | | |
| Launch Date:  **30.09.2021** | Due Date:  7.10.2021 | | Work to be returned by: 04.11.2021 | | Turnitin submission verified: Yes / No | | |
| This assignment meets the stated Learning Outcomes for this unit: Yes / No | | | | | | | |
| Specific assignment feedback based on the assignment criteria and recommendations for further improvement: | | | | | | | |
| Skills development and style comments: | | | | | | | |
| Mark: | | | | | | | |
| Tutor (Print Name) | | Tutor’s signature: | | | | Date: | |
| Second Marker/Internal Verifier (Circle as appropriate)  Internal Verifier: I concur that the feedback supports the mark awarded: Yes/ No  *Or* Second Marker: I agree that the appropriate mark has been awarded: Yes/ No  Comments: | | | | | | | |
| IV/ Second marker (Print Name) | | IV/ Second Marker signature: | | | | Date: | |
| **Higher Education:** Assignment/Assessment Template **2021 – 2022** | | | | | | |
| **Assessment title: Journal Review** | | | | | | |
| **Scenario/background:**  As part of your Level 7 study, you will be expected to appraise pertinent literature from scientific journals. This is an important skill to possess and will be required for future careers in the industry. Peer-reviewed journals are an important source of information for assignments and your Research Project and it is essential that you become familiar with their content. | | | | | | |
| **Learning Outcomes assessed:**  **No specific LO, but applies to all work completing this AY** | | | | | | |
| **Assessment:**  You need to choose a peer reviewed research article that relates to your idea for your Research Project.   1. Summarise, in your own words, the good and not so good points of this piece of research. Why is it beneficial to industry and what have the authors done well/not so well? 2. Critically review the major findings of the research and discuss the implications of the work that was undertaken.   You can use report style formatting for this submission  Word count ~1000  You are expected to use outside sources in your analysis, concentrate on the paper that you are reviewing, however if you are making a point that requires some support from a robust source then this must be cited accordingly.  You will be required to submit this assignment via the tutor area for your course on the Ledge classroom by 2359 on the due date. Turnitin is embedded into Ledge.  **If you have any problems with this assignment please contact me. Do not leave submission to the last minute, we will not answer emails on the evening before submission…….planning is the key to MSc success.** | | | | | | |
| **Grading Criteria:** The grading of this assignment will follow the categorical marking system:  Specific grading criteria:   |  |  | | --- | --- | |  | Level 7 | | 80+ | |  | | --- | | * Outstanding work comprehensively covering the topic with relevant, accurate material, demonstrating clear originality and creativity of insight and demonstrating thorough evaluation plus critiquing assumptions that is of punishable quality with no amendments * Outstanding extensive research, utilising a wide range of current relevant sources, uses and presents references effectively using subject convention with no errors, sources are critically evaluated in detail * Outstanding quality in terms of organisation, structure, expression, grammar, spelling, punctuation, presentation and appropriate use of diagrams/tables, the work is readable, easy to follow and would be ready for public consumption with no amendments * Outstanding well written piece of work with a logical refined structure that clearly communicates key concepts from the literature. | | | 70-79 | * Excellent work comprehensively covering the topic, demonstrating understanding of material and originality or creativity of insight and demonstrating thorough evaluation plus critiquing assumptions that is of punishable quality with few amendments, sources are critically evaluated * Evidence of extensive research, utilising a wide range of current relevant sources, using subject convention with no errors, the work is readable, easy to follow and would be ready for public consumption with few amendments * An excellent, well written piece of work, following instructions for organisation, structure, expression, grammar, spelling, punctuation, presentation and appropriate use of diagrams/tables that communicates key concepts from the literature | | 60-69 | * Very good work covering the main topic aspects thoroughly, is accurate and relevant, demonstrates understanding of the subject matter, with some originality of thought and very good evaluation plus critiquing assumptions that is of punishable quality with some major amendments, sources are critically evaluated, but may lack detail * Very good research, utilising a wide range of current relevant sources, using subject convention with no errors, easy to follow and would be ready for public consumption with some amendments * very good well written piece of work, following instructions for organisation, structure, expression, grammar, spelling, punctuation, presentation and appropriate use of diagrams/tables that communicates key concepts from the literature in some detail | | 50-59 | * Good work that attempts to address the topic, covering the main aspects, demonstrating some critical evaluation but would require major amendment to be of publishable quality * Good research, utilising a range of current relevant sources, using subject convention with a few minor errors but would require sine major amendments before it could be available for public consumption * A good attempt at following instructions for organisation, structure, expression, grammar, spelling, punctuation, presentation and appropriate use of diagrams/tables that communicates key concepts from the literature but requires more detail | | 40-49 | * Adequate work which attempts to address the topic and demonstrates sound discussion and or some basic evaluation, but lacks real depth of critique * Research utilising an adequate range of current relevant sources, using subject convention with a few minor errors, but a rewrite would be required to make it of publishable quality * Adequate prose style, following instructions for organisation, structure, expression, grammar, spelling, punctuation, presentation and appropriate use of diagrams/tables that communicates key concepts from the literature but requires much greater detail | | 30-39  FAIL | * Attempts to address the question/problem but is substantially incomplete and or deficient * Limited research utilising a restricted, unrelated or inappropriate range of sources, with partial attempt to use and/or present reference list/bibliography * Inadequate content, structure, organisation, expression, discussion, evaluation, explanation, accuracy and relevance. * Serious problems with a number of aspects of language used | | 0-29  FAIL | * No serious attempt to address the question/problem, and/or manifests a serious misunderstanding of the requirements of the assignment * Acutely deficient in content, structure, analysis, organisation, expression, discussion, explanation, accuracy and relevance. * No evidence of utilising research | | | | | | | |

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| **PRE IV**  Internal Verifier (Print Name)  Abigail Newman | Internal Verifier’s Signature:  *ANewman* | Date:  14/09/2021 |

***How the Research Stands – Zoo and Fictional Media Influence on Public Attitudes Toward Animals and Conservation***

***Contents***

[University Centre SPARSHOLT 1](#_Toc84495621)

[Higher Education: Assignment/Assessment Feedback Sheet 1](#_Toc84495622)

[2021 - 2022 1](#_Toc84495623)

[Assignment/Assessment Template 2](#_Toc84495624)

[*Word Count* 5](#_Toc84495625)

[*Introduction* 6](#_Toc84495626)

[*Article Strengths* 6](#_Toc84495627)

[*Room for Improvement* 7](#_Toc84495628)

[*Wider Impact* 8](#_Toc84495629)

[*Summary* 8](#_Toc84495630)

[*Word Count* 10](#_Toc84495631)

[*References* 11](#_Toc84495632)

# *Word Count*

Introduction: 276

Article Strengths: 277

Room for Improvement: 301

Wider Impact: 178

Summary: 62

Total: 1,094

# *Introduction*

Both society and zoos have evolved; modern zoo visitors would rather see an animal with room to move around instead of being in a traditional enclosure. Visitors feel encouraged by the care zoo animals receive to learn more about them through independent online searching, and educational programs zoos deliver (Fukano *et al.*, 2020; Matiasek & Luebke, 2014; Pavitt & Moss, 2019). Fictional media has also influenced people’s attitudes towards portrayed animals and their conservation (Fukano *et al.*, 2020; Somerville, 2021). Fukano *et al.* (2020) wrote an article demonstrating this independent influence of zoos and fictional media on people’s interests in the animals and support for conservation efforts. This report will evaluate the benefit of the article described to the conservation sector, its strengths and weaknesses, and the evidence supplied.

The article reported three smaller studies: the effect of zoos on relative search volume (RSV), the effect of the animated show on RSV, and the effect of the animated show on donations to conservation organisations. The first study had focussed on mammals and birds within three of Japan’s zoos, as many endangered species come from those taxa. Zoo animal distribution was also considered, with more zoos keeping certain species resulting in greater RSV for that species. For example, more zoos in Japan contained lar gibbons (*Hylobates lar*) than pygmy hippopotamus (*Choreopsis liberiensis*). Therefore, RSV was greater for gibbons than hippos, as gibbons were more widespread than hippos. The second and third studies utilised the Japanese animation show, “Kemono Friends”, which entails humanised representations of various animals, including those endangered. RSV and conservation donations were both assessed before and after people saw the show. The second study showed a statistically significant positive correlation between show viewing and RSV, with similar results reported in the third study. (Fukano *et al*., 2020).

# *Article Strengths*

The article and its findings saw publication in 2020. Therefore, the information is relatively up-to-date and accurate to the field. The first study conducted considered animal number densities within the three individual zoos and their distribution, meaning Fukano *et al*. (2020) achieved a robust correlation between RSV and accessibility of animals for direct observation. Examining three zoos meant the article had an extensive data set to analyse and report, with various species to consider for RSV, representing better the Japanese public in those constituencies and leaving less room for statistical error.

While the article acknowledges the portrayal of animals within fictional media influencing public opinions having a long history, it is early in quantitative analysis of public behaviour influenced by fictional media. “Kemono Friends”’s website also gives scientific nomenclature to the species portrayed and their conservation status. As such, this show is an excellent choice due to – more than merely its popularity among sci-fi fans (this show’s genre) – its educational value expressed entertainingly. With this said, its popularity is still a sound reason for the article’s focus on this show due to the sizeable audience providing the data for analysis.

Using three smaller studies meant the article could discuss and compare at least that many finds in detail. In reality, many people interested – or at least developing an interest – in this sector would opt for zoo visitations and show viewings or just the animated show viewing could they not afford the former. Therefore, the article’s primary focus on the show’s influence on public interest in animals and conservation may be more valid than the results from the study on the influence of the zoos would have been alone (Fukano *et al*., 2020).

# *Room for Improvement*

Focussing on “Kemono Friends” was valid for research. However, zoo influence on conservation support could also yield interesting results. While the article did discuss how zoos influenced RSV, the article seemingly did not consider that the zoos assessed could have affected whether people donated to conservation organisations (Fukano *et al*., 2020). As the article demonstrates, modern zoos facilitate visitor interest in animals and their conservation. However, that interest could extend beyond RSV, which is approximate by the article’s admission. RSV does not indicate public support, only interest (Fukano *et al*., 2020). Modern zoos contribute to science and environmental education, with free-roaming enclosures and the mammalian taxa increasing public interest in conservation science (Moss & Esson, 2010; Pavitt & Moss, 2019). The Chicago Zoological Society demonstrated previously that zoo educators evaluate continuously their educational delivery to meet their mission statements (Matiasek & Luebke, 2014). Therefore, zoos likely play a significant role in donation revenue; further research could support this possibility.

“Kemono Friends” was the article’s focus for fictional media. The nature of the show and its popularity means this is not necessarily a significant flaw, and the article acknowledges the history and influence of animal cartoons (Fukano *et al*., 2020). However, comparisons of post-viewing RSV and organisation donation amounts to non-educational shows could demonstrate how different shows encourage different levels of support. An entertainingly educational film involving spotted hyenas (*Crocuta crocuta*), for example, would likely portray hyenas differently to “The Lion King”, which portrayed hyenas as cowardly scavengers than which they are substantially more (Somerville, 2021). The article had also focussed on birds and mammals, two of the most charismatic taxa a zoo could possess (Fukano *et al*., 2020; Moss & Esson, 2010). While the article states correctly that many assessed birds and mammals are endangered species, these taxa are usually higher up ecological food webs. Therefore, it may be prudent to consider the influence of zoos and animated shows on the less-charismatic taxa such as insects and amphibians. These taxa contain endangered species, especially amphibians.

# *Wider Impact*

Both zoos and fictional media have played significant roles in people’s attitudes towards animals and conservation, the latter’s ease of access resulting in even more significant influence (Fukano *et al*., 2020; Moss & Esson, 2010; Pavitt & Moss, 2019; Somerville, 2021). Younger audiences could perhaps be more receptive as their attitudes later in life will be shaped by the experience of either zoos or animations. One would assume (and hope) that these experiences would be positive, breeding a new generation of environmental educators, zookeepers, exhibit interpreters, and conservation scientists. In that regard, these findings are valuable for the sector. They suggest that, although age groups were unspecified, it is likely that younger, more impressionable zoo visitors and show viewers would develop further interest in the sector due to exposure to these pastimes during their early intellectual development (Fukano *et al*., 2020). Interest could extend to more than online searching and donations. For example, volunteering is a remarkable demonstration of interest, rooted potentially in regularly visiting animal parks and viewing educational animal cartoons. Volunteering could eventually lead to a fulfiling career in conservation and environmental education, once again, due to exposure to zoos and educational animal cartoons.

# *Summary*

The article highlights areas that would benefit from further exploration. However, being a recent piece of early work into how zoos and fictional media influence public interest, the findings benefit the industry. There is a lack of funding for conservation organisations, and the article demonstrates the combined potential for building such funds via the provision of direct observation and entertaining indirect observation (Fukano *et al*., 2020).

# *Word Count*

Introduction: 276

Article Strengths: 277

Room for Improvement: 301

Wider Impact: 178

Summary: 62

Total: 1,094

# *References*

Fukano, Y., Tanaka, Y., & Soga, M. (2020). Zoos and animated animals increase public interest in and support for threatened animals. *Science of the Total Environment*, *704*, 135352. https://doi.org/10.1016/j.scitotenv.2019.135352

Matiasek, J., & Luebke, J. F. (2014). Mission, messages, and measures: Engaging zoo educators in environmental education program evaluation. *Studies in Educational Evaluation*, *41*, 77–84. https://doi.org/10.1016/j.stueduc.2013.10.002

Moss, A., & Esson, M. (2010). Visitor interest in zoo animals and the implications for collection planning and zoo education programmes. *Zoo Biology*, *29*(6), 715–731. https://doi.org/10.1002/zoo.20316

Pavitt, B., & Moss, A. (2019). Assessing the effect of zoo exhibit design on visitor engagement and attitudes towards conservation. *Research Article Journal of Zoo and Aquarium Research*, *7*(4), 2019–2186.

Somerville, K. (2021). *Humans and hyenas: Monster or misunderstood*. *Humans and Hyenas: Monster or Misunderstood*. https://doi.org/10.4324/9781003004783