

## FIT1049 Assignment 2: Contemporary Issues in IT Professional Practice

### INTRODUCTION

The purpose of this assignment is to bring together the skills and knowledge learnt so far in the unit. You will work in a team to conduct a research project on an issue relating to IT professional practice, and you will produce the following deliverables:

- 1) **PART A: a 15-minute virtual group presentation on the topic your group selected** (i.e., 13% of the final assessment of the unit; to be held in the Week 11 tutorial), and
- 2) **PART B: An individual report on your reflections on the teamwork** (i.e. 13% of the final assessment of the unit; due at the end of Week 12).

Carefully read this document, as marks will be deducted in each case where any of the specified requirements have not been addressed.

### PART A: 15 minute virtual group presentation

**Assessment value:** 13% of assessment for the unit

**Submission method:** The presentation will be held in the Week 11 tutorial. All the team members will need to contribute not only to the development of the presentation (including research), but also to the delivery of the presentation.

**Tasks:** The presentation will be on a topic related to issues covered in the unit, and will need to be specifically related to IT professional practice issues and/or contemporary issues related to IT professions and their practice. Your team will discuss this as part of the tutorial in Weeks 7 and 8, and your team will need to agree on the topic.

Once you have agreed with your tutor on your team's topic, you are then to conduct research in order to develop a presentation that is suitable for an audience of undergraduate students. **The aim of the presentation is to inform the audience of the topic by providing an overview of the topic, and any recent and current developments.** Your group will need to use more than ten purposefully selected credible sources, including at least five academic sources, in order to develop this presentation.

Your presentation will be delivered virtually in the Week 11 tutorial. Teams are expected to use appropriate visual aids, such as MS PowerPoint. Each team member must participate in the presentation.

**Criteria for assessment:** All students in a team will get the same mark for the following assessment criteria:

- Selection and organisation of content
- Coordination of multiple speakers
- Quality of visual aids

Each student will receive an individual mark for the following assessment criteria:

- Voice and language
- Non-verbal communication
- Presentation of content

Also refer to the marking sheets provided separately for the details of these criteria.

## **PART B: Individual report: your reflections on the teamwork**

**Assessment value:** 13% of assessment for the unit

**Due date:** The report is due at 23:55 on Sunday the 8<sup>th</sup> November 2020.

**Submission method:** To be submitted online through Moodle. Penalties apply for late submission - 10% per day.

**Task:** In a report format, write a reflection of around 1,000 words on the process your team followed in order to complete Assignment 2, your analysis and reflections on your own contributions to this process, and how you could improve the ways you contribute to such teamwork next time in a similar situation. Make sure your reflections are grounded upon the concepts and theories covered in this unit. This is not a research task, and no additional research is expected (beyond your Assignment 2 teamwork observations, and knowledge of the concepts and theories covered in FIT1049). If you refer to a theory or source of information in your reflection, however, you are expected to apply APA referencing as usual. You will be provided with detailed instructions for this task in the Week 12 tutorial.

**Criteria for assessment:** Each student will write an individual reflection, which will be assessed separately for each student. Criteria for assessment are:

- Content of reflection
- Organisation of reflection
- Quality of writing
- Quality of presentation
- Appropriate citation of sources

Also refer to the marking sheet provided separately for the details of these criteria.

## **GROUP ALLOCATION, TOPIC SELECTION AND MEETINGS**

During the Week 7 tutorial your tutor will assign you to a team of 4 - 5 students. During this tutorial, your team will have to:

- nominate your team leader and have this arrangement approved by your tutor;
- suggest some potential topics for the assignment, so that your tutor can provide initial feedback for the team's further consideration. Your team will need to agree on a finalised topic, approved by your tutor, by Week 8.

While undertaking Assignment 2, your team is expected to hold weekly meetings outside the tutorials. Meetings should be held in person at a suitable location decided upon by the team. All members of your team should agree on time and location for these weekly meetings in order for all to be present.

It is also advisable that your team produces minutes/notes for each meeting, which are to be circulated to all team members after each meeting. Team members may rotate the role of chairing the meeting or leave this role to the team leader.

Concerns regarding the teamwork (e.g. dispute between members, continuing lack of contributions from a specific member) should be brought to the attention of your Group Tutor as early as possible. Your team also has the right to assume the discontinuation of a team member to participate as part of the team, if they do not come to team meetings for a period of more than three weeks, after reasonable attempts to contact the team member have been made. The team needs to explain the situation to their tutor in writing, including the dates of the meetings, any meeting minutes/notes to date, and how they attempted to contact the team member.

## FIT1049 Assignment 2 [Part A] Individual Marking Sheet

NB: Individual assessment constitutes 30% of the total assessment for the Assignment 2.

Student Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Criteria	Aspect	Qualitative Assessment (see the legends below)				
Content, structure and narrative [10]	Balance between talk and slides	Exemplary	Meeting aspiration	Satisfactory	Needs development	Unsatisfactory/none
	Understanding and explanation	Exemplary	Meeting aspiration	Satisfactory	Needs development	Unsatisfactory/none
	Evidence of preparation	Exemplary	Meeting aspiration	Satisfactory	Needs development	Unsatisfactory
Voice and language [10]	Voice projection, intonation and speed	Exemplary	Meeting aspiration	Satisfactory	Needs development	Unsatisfactory
		<input type="checkbox"/> Too loud <input type="checkbox"/> Too soft <input type="checkbox"/> Unclear <input type="checkbox"/> Flat <input type="checkbox"/> Inconsistent <input type="checkbox"/> Raised intonation <input type="checkbox"/> Too fast <input type="checkbox"/> Fast at times <input type="checkbox"/> Too slow <input type="checkbox"/> Slow at times				
	Language and mannerism	Exemplary	Meeting aspiration	Satisfactory	Needs development	Unsatisfactory
		<input type="checkbox"/> Repeating words or phrases (incl. um / yeah / like etc.) <input type="checkbox"/> Too informal <input type="checkbox"/> Too formal <input type="checkbox"/> Inconsistent use of formality <input type="checkbox"/> Inconsistent/incomplete use of language <input type="checkbox"/> Too much jargon <input type="checkbox"/> Misuse of words/grammatical errors				
Non-verbal communication [10]	Use of hands, body gestures and eye contact	Exemplary	Meeting aspiration	Satisfactory	Needs development	Unsatisfactory
		<input type="checkbox"/> Too much use of hands/body gestures (i.e. too busy) <input type="checkbox"/> Not much (or no) use of hands/body gestures (i.e. too static) <input type="checkbox"/> Undeliberate habit(s) affecting the delivery (e.g. rocking) <input type="checkbox"/> Ineffective (or no) eye contact with viewers through your device camera <input type="checkbox"/> Ineffective use of notes/slides				
	Engagement and proxemics	Exemplary	Meeting aspiration	Satisfactory	Needs development	Unsatisfactory
		<input type="checkbox"/> Moving too much <input type="checkbox"/> Too static <input type="checkbox"/> Not positioning well within the video frame				
Comments:						
Total Mark:						/30

**Legend:** **Unsatisfactory:** This element was either missing or lacking key information/performance for your audience at the expected standard. **Needs development:** While this was partially addressed, it was below the expected standard. **Satisfactory:** This was achieved at an average standard. **Meeting aspirations:** A high standard of information/performance for your audience. **Exemplary:** An outstanding level of information/performance.

**Student Name:**

Student Name:

**Student Name:**

**Student Name:**

**Student Name:**

**Student Name:**

**GROUP PRESENTATION (30% of the Assignment 2 Part A)**

Criteria	Aspect	Qualitative Assessment (see the legends below)				
Organisation of the presentation [10]	Introduction	Exemplary	Meeting aspiration	Satisfactory	Needs development	Unsatisfactory/none
	Conclusion	Exemplary	Meeting aspiration	Satisfactory	Needs development	Unsatisfactory/none
	Overall coherency and flow	Exemplary	Meeting aspiration	Satisfactory	Needs development	Unsatisfactory
Coordination of multiple speakers [10]	Consistency between team members	Exemplary	Meeting aspiration	Satisfactory	Needs development	Unsatisfactory
	Introduction of speakers and transitions between them	Exemplary	Meeting aspiration	Satisfactory	Needs development	Unsatisfactory
	Timing overall	Exemplary	Meeting aspiration	Satisfactory	Needs development	Unsatisfactory
		<input type="checkbox"/> Too long <input type="checkbox"/> Too short				
Visual aids [10]	Visual design	Exemplary	Meeting aspiration	Satisfactory	Needs development	Unsatisfactory
		<input type="checkbox"/> Visually inconsistent <input type="checkbox"/> Too much text <input type="checkbox"/> Visually inaccessible (e.g. small text, inappropriate colour scheme) <input type="checkbox"/> Compositionally complex/visually too busy <input type="checkbox"/> Stylistically inconsistent with the delivery style <input type="checkbox"/> Image(s) not cited <input type="checkbox"/> Images too informal/inappropriate				
		Exemplary	Meeting aspiration	Satisfactory	Needs development	Unsatisfactory
		<input type="checkbox"/> Structure either too weak or too complex <input type="checkbox"/> Links from one topic to another could be smoother <input type="checkbox"/> Contents of each of the slides not fully explained <input type="checkbox"/> Irrelevant information/details obscuring the narrative <input type="checkbox"/> Sources not cited/reference list absent				
	Completeness of slides as a set	Exemplary	Meeting aspiration	Satisfactory	Needs development	Unsatisfactory
<b>Comments:</b>						
<b>Total Mark:</b>						<b>/30</b>

## RESEARCH CONDUCTED (40% of the Assignment 2 Part A)

Assessment criteria	Exemplary	Meeting aspiration	Satisfactory	Needs development	Unsatisfactory/none
Selection and coverage of contents [15]	The topic selected is effectively articulated into clearly defined sub-topics, which were selected purposefully to structure the presentation as a comprehensive survey of the topic chosen.	The topic selected is effectively articulated into clearly defined sub-topics, which structure the presentation as a cohesive survey of the topic chosen.	The topic selected is articulated into clearly defined sub-topics, which structure the presentation as a reasonable yet partial survey of the topic chosen.	The topic selected is articulated into clearly defined sub-topics, which provide a somewhat arbitrary, or a limited survey of the topic chosen.	The topic selected is not articulated into clearly defined sub-topics, resulting in an arbitrary and limited survey of the topic chosen.
Quality of research[15]	The references are selected purposefully to examine the topics covered in the presentation, and the sources are effectively incorporated as part of the narrative delivered.	The references are generally selected purposefully to examine the topics covered in the presentation, and the sources are effectively incorporated as part of the narrative delivered.	The references are generally selected arbitrarily to examine the topics covered in the presentation, and the sources are generally incorporated as part of the narrative delivered.	The references are generally selected arbitrarily to examine the topics covered in the presentation, and the sources are often not incorporated as part of the narrative delivered, and it is at times hard to distinguish the group's own synthesis from the information obtained from sources.	The references are selected arbitrarily to examine the topics covered in the presentation, and not all the topics may have references. The sources are also generally not incorporated as part of the narrative delivered, and it is generally hard to distinguish the group's own synthesis from the information obtained from sources.
Citing and referencing [10]	Correct use of APA style, with a reference list composed appropriately without an error.	Correct use of APA style, with a reference list composed appropriately with a few minor errors.	Generally correct use of APA style, however with a reference list composed with several errors.	Generally correct use of APA style, however with a reference list composed with major inconsistency and/or many errors.	APA style not used.
<b>Comments:</b>					
					<b>Total Mark: /40</b>

**Legend:** **Unsatisfactory:** This element was either missing or lacking key information/performance for your audience at the expected standard. **Needs development:** While this was partially addressed, it was below the expected standard. **Satisfactory:** This was achieved at an average standard. **Meeting aspirations:** A high standard of information/performance for your audience. **Exemplary:** An outstanding level of information/performance.



## FIT1049 Assignment 2 [Part B] Marking Sheet

Student name:

Criteria	Exemplary	Meeting aspiration	Satisfactory	Needs development	Unsatisfactory/none
<b>Description and analysis of the processes involved in Assignment 2 (5)</b>	The description of the processes involved in Assignment 2 is selectively and meaningfully presented (e.g. thematic, chronological), and their analysis is comprehensive and purposefully presented as background of reflections.	The description of the processes involved in Assignment 2 is meaningfully presented (e.g. thematic, chronological), and their analysis is generally comprehensive and effectively presented as background of reflections.	The description of the processes involved in Assignment 2 is overall meaningfully presented (e.g. thematic, chronological), but their analysis is limited, though somewhat effectively presented as background of reflections.	The description of the processes involved in Assignment 2 resembles more a juxtaposition of information than a cohesive narrative, and/or their analysis is limited and may not be effectively presented as background of reflections.	The description of the processes involved in Assignment 2 resembles a juxtaposition of information more than a cohesive narrative, and/or their analysis is not included.
<b>Reflections on the processes involved in Assignment 2 (10)</b>	<p>The experience during the processes involved in Assignment 2 is analysed systematically, using theories and concepts covered in the unit, and they are elaborated comprehensively with examples.</p> <p>The reflections are also purposefully and meaningfully presented to address what the student could do to contribute better to teamwork in future professional practice.</p>	<p>The experience during the processes involved in Assignment 2 is analysed systematically, using theories and concepts covered in the unit, and they are elaborated with examples.</p> <p>The reflections are also meaningfully presented to address what the student could do to contribute better to teamwork in future professional practice.</p>	<p>The experience during the processes involved in Assignment 2 is analysed partially, though using (theories and concepts covered in the unit, and they are elaborated with examples.</p> <p>The reflections are also meaningfully presented to address what the student could do to contribute better generally to teamwork in future.</p>	<p>The experience during the processes involved in Assignment 2 is analysed in a limited manner, while using theories and concepts covered in the unit, and they are not elaborated with sufficient and/or relevant examples.</p> <p>The reflections are presented partially to address what the student could do to contribute better generally to teamwork in future.</p>	<p>The experience during the processes involved in Assignment 2 is not analysed sufficiently with reference to theories and concepts covered in the unit (e.g. stages of group development, leadership, power concentration), and/or they are not elaborated with sufficient and/or relevant examples.</p> <p>The reflections do also not cover what the student could do to contribute better generally to teamwork in future.</p>
<b>Quality of writing (10)</b>	<p>The writing is purposefully and effectively formatted and written as a report with a strong narrative and consistent voice.</p> <p>The report also includes the effective use of necessary structural elements as appropriate (such as title, author's name, date and headings).</p> <p>The language and expressions used are also consistently professional and articulate, and there are no grammatical or typographical errors in the writing.</p> <p>The writing also includes both citing and referencing following the APA style.</p>	<p>The writing is effectively formatted and written as a report with a consistent narrative and voice.</p> <p>The report also includes necessary structural elements as appropriate (such as title, author's name, date and headings).</p> <p>The language and expressions used are also generally professional and articulate, but there may be a few grammatical or typographical errors in the writing.</p> <p>The writing also includes both citing and referencing following the APA style.</p>	<p>The writing is generally formatted and written as a report with a somewhat consistent narrative and voice.</p> <p>The report also includes necessary structural elements as appropriate (such as title, author's name, date and headings) though there may be some inconsistencies at times in the format and/or minor omission of structural elements.</p> <p>The language and expressions used could be more professional and/or articulate at times, and there may be a few grammatical or typographical errors in the writing.</p> <p>The writing also includes both citing and referencing following the APA style.</p>	<p>The writing is generally formatted and written as a report with a narrative and voice however inconsistent at times.</p> <p>The report also includes necessary structural elements as appropriate (such as title, author's name, date and headings) though there may be some inconsistencies at times in the format and minor omission of structural elements.</p> <p>Though still comprehensible, the language and expressions used are not professional and/or articulate at times, and there may be a few grammatical or typographical errors in the writing.</p> <p>The writing also includes both citing and referencing following the APA style.</p>	<p>The writing is not formatted and written as a report.</p> <p>The language and expressions used are not professional and articulate overall, and it may not be comprehensible at time. There may also be many grammatical or typographical errors in the writing.</p> <p>The writing also does not include either/both citing or/and referencing following the APA style.</p>
<b>Comments:</b> <b>Total (out of 25):</b>					

Legend: **Unsatisfactory:** This element was either missing or lacking key information/performance for your audience at the expected standard. **Needs development:** While this was partially addressed, it was below the expected standard.

**Satisfactory:** This was achieved at an average standard. **Meeting aspirations:** A high standard of information/performance for your audience. **Exemplary:** An outstanding level of information/performance.