

Assessment Brief 1: Research Presentation

Subject Code and Title	HCD402 - Human Centered Design
Assessment	Assessment 1 - Presentation - Evolution of Technology.
Individual/Group	Individual
Length	8-10 Minutes
Learning Outcomes	<p>The Subject Learning Outcomes demonstrated by successful completion of the task below include:</p> <p>Copy the applicable SLOs as per the Assessment section of the Subject Outline</p> <p>a) Synthesise theoretical models of human knowledge</p> <p>b) Investigate moral philosophy to learn about real-world ethical actions.</p>
Submission	Due by 11:55pm AEST Sunday end of Module 4.
Weighting	30%
Total Marks	100 marks

Task Summary

Individually, you are to develop a presentation that will be presented to the class, in person, or via a recording (online students). Your presentation will discuss a contemporary technology that has become public in the last 30 years and will examine two major areas: Firstly, how it challenges the existing moral and ethical framework of society. The second area it should address is the immediate effects on human understanding and knowledge. Your presentation should last roughly 8-10 minutes (+/- 10% of the time) and display a clear understanding of the contemporary technology you have chosen.

Context

Technology has evolved and changed drastically throughout the past 30 years. The evolution of the Internet and personal computers has led to incredible advances in connectivity and communication. Some examples of the many different changes that have occurred include - mobile phone accessibility, online communities and the development of social media. For this assessment you will select an area that you find compelling, that you can examine in depth.

Your presentation should demonstrate your understanding and ability to evaluate the impact on society of the chosen technological advance, both through a moralistic or ethical lens and through a progressive lens. With your selected example and supporting material, you will examine and discuss the technology and its impact on society as a whole.

Task Instructions

This assessment requires you to:

1. Investigate a technology development from the past 30 years, of your own choosing.
2. You must then determine the effects on society, through a moral and/or ethical lens.
3. You must consider the direct progressive effects, from a technical perspective - what that development inspired within the industry.
4. You will then create a presentation that follows a basic structure that seeks to investigate **three primary elements** (bullet points below). Within the three primary elements you may wish to answer the following questions:
 - **The technology itself**
 - Can you measure its accessibility?
 - What moral or ethical issues did the development process have?
 - **Immediate effects of the development**
 - When it launched - or became available - what happened in the first few years?
 - Did society have any issues with adopting this technology? How severe were they?
 - What changed within society after it became available?
 - What technologies carried on this new system into their own development?
 - **Long-term moral and ethical effects of the technology**
 - What longer-term projects did the technology inspire?
 - Have perspectives of other issues shifted because of this technology?
 - Has it helped or hindered human development worldwide or within certain regions?

These three main primary elements should determine the basic structure of your presentation; however, you are able to modify them as long as they keep the basic structure in place.

The conclusion of the presentation should contain no less than 2 '**takeaway points**' that sum up your assessment of the technology. Ideally, these takeaway points should encapsulate your evaluation of the moral, ethical and technological effects of the technology you have examined, in line with the principles we have covered so far in the subject.

You will be assessed on the explanation and understanding of the development of the technology, and its emergence into the market. Your understanding on how this development adheres (or does not adhere) to the principles covered thus far in the subject will be marked as well.

Presentation styles

You may submit your presentation in any of the below formats.

- Audio recorded over a PPT presentation –
- Digital video
- Demonstration video

Recording Instructions:

1) Audio recorded over a PPT presentation –

Tips on recording narration in PowerPoint is located via the link for Assessment 1 in the Blackboard LMS portal.

See instructions on:

- Record Narration in PowerPoint 2010, PowerPoint 2013, PowerPoint 2016 for Windows
- Record a slide show for PowerPoint for Mac 2011
- Record your slide show in PowerPoint 2016 for Mac

2) Digital video & Demonstration Video -

Creating your video presentation:

- Create a short video presentation (**Length: 8-10 minutes**)
- Be specific and clear as you will be assessed on originality and authenticity.
- Your presentation must be in a video format (mp4, MOV, etc.) for uploading into Blackboard (***refer to the link below***).

Tips on filming a video presentation is available at: <https://laureate-au.blackboard.com/bbcswebdav/pid-3310931-dt-content-rid->

[82324_1/institution/Groupwide/Submit%20Video%20Online%20Part%201%20Filming%20v2.pdf](#)

Referencing

Referencing is essential for this assignment. A minimum of 6-8 references is required for this, including at least 4 academic sources.

(An academic source is one that has been peer-reviewed, or cited in the past)

Your references will be evaluated in relevance to ensure that your arguments and justifications are based on sound reasoning and clear relevance.

Ensure that you reference according to the appropriate APA style, for citing and referencing information, as well as all appropriate research sources.

It is essential that you use appropriate APA style for citing and referencing research. Please see more information on referencing here:

http://library.laureate.net.au/research_skills/referencing

Submission Instructions

- Submit narrated PPT/digital presentation slides/notes via the **Assessment** link in the main navigation menu in HCD402: Human Centred Design Blackboard page. The Learning Facilitator will provide feedback via the Grade Centre in the LMS portal. Feedback can be viewed in My Grades.
- Make sure you save your video in .mp4 file format and follow the correct naming convention by putting your name and student number in the file name, e.g., Singh_Mal_studentID. Once you have added your video, click 'Browse your Computer' to attach your script to the same submission.

Uploading your video presentation

Detail instructions on compressing (if necessary) and uploading your video presentation is available at: https://laureate-au.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id=4044_1&content_id=387629_1&mode=reset

After uploading your video presentation, retain a copy in a safe place as you will be required to upload a copy in a Class later in the trimester.

Assessment Rubric

Assessment Attributes	Fail (Yet to achieve minimum standard) 0-49%	Pass (Functional) 50-64%	Credit (Proficient) 65-74%	Distinction (Advanced) 75-84%	High Distinction (Exceptional) 85-100%
<p>Knowledge and understanding of technology creation, short-term, and lasting effects on a society through a moral or ethical lens.</p> <p>Percentage for this criterion = 40%</p>	<p>Presents a partially-developed understanding of the selected topic, with the following components:</p> <ul style="list-style-type: none"> • Incomplete or flawed assessment of the technology; little understanding or reasoning is shown. • Understanding of the immediate effects is either not present or poorly explained; there is no explanation of these immediate effects. • There are zero, very few, or poorly justified comments made regarding the long-term effects of the discussed technology. 	<p>Presents a functional knowledge of the technology analysed, and provides basic thoughts about the issues created.</p> <ul style="list-style-type: none"> • Adequate assessment of the technology that is discussed; some reasoning or understanding is provided. • Understanding of the immediate effects of the technology's release is present, and discussed at a base level. • A few effects have been discussed, and explained to a small extent. Further or more complex consequences are not considered. 	<p>Presents proficient knowledge of their technology's development by</p> <ul style="list-style-type: none"> • Accurately assessing the selected topic. Reasoning and understanding is provided. Some crucial parts of development are explained in detail, with reasoning and evidence provided. • Immediate effects are covered. Some crucial detail of these effects discussed to a mid-level. The area explored for these mid-level effects is well-researched and resources are quoted. • Some long-term effects have been discussed with understanding provided. Of these long-term effects, the reasoning is provided 	<p>Presents advanced knowledge of their technology's development by</p> <ul style="list-style-type: none"> • Assessing the technology in detail. Reasoning, understanding, and justification of decisions made during development (and the result) is presented. • Immediate effects of the release are completely covered, and discussed to a high level. The effects of these actions, as well as immediate reactions by society are discussed in depth, with a particular focus on overall context. • Long-term, flow on effects are highlighted and examined with a more focused approach. The longer- 	<p>Presents exceptional knowledge of their technology's development by</p> <ul style="list-style-type: none"> • Assessing the technology in complete detail. Reasoning, understanding and justification of design and development decisions (and the result) are developed, analysed, and presented. • Immediate flow-on effects analysis is detailed, and discussion is both at a high level and with an understanding of context. • The long-term effects analysis in this presentation are of a high quality, and highlight the different levels of effects of the technology on society

			alongside their severity on society, as well as any future developments that may have evolved out of the discussed technology.	term effects on society like inspiration of other technology or development of the technology further are also touched on.	as a whole.
<p><i>Evaluation of information selected to support the presentation.</i></p> <p>Percentage for this criterion = 20%</p>	<ul style="list-style-type: none"> Limited understanding of key concepts required to support the presentation. Confuses logic and emotion. Information taken from reliable sources but without a coherent analysis or synthesis. Some sources may be unreliable at times. Viewpoints of experts are taken as fact with little questioning, and source quality is narrow in scope. 	<ul style="list-style-type: none"> Information resembles a recall or summary of key ideas. Often conflates/confuses assertion of core issues with information substantiated by evidence from the research/course materials. Analysis and evaluation do not reflect expert judgement, intellectual independence, rigor and adaptability. Viewpoints from experts are broader, with a few different perspectives. 	<ul style="list-style-type: none"> Information provided supports the conclusion made by the presentation. Demonstrates a capacity to explain and apply relevant concepts, in conjunction with using evidence to support these concepts. Identifies logical flaws in the systems, as well as explaining the seriousness of these flaws. Questions viewpoints of experts, as well as presenting different viewpoints of experts in an accurate manner. 	<ul style="list-style-type: none"> Discriminates between assertion of personal opinion and information substantiated by robust evidence from the research/course materials and extended reading. Well demonstrated capacity to explain the concepts relative to their chosen topic. Viewpoint of experts are subject to questioning. Analysis and evaluation reflect growing judgement, intellectual independence, rigor and adaptability. 	<ul style="list-style-type: none"> Systematically and critically discriminates between assertion of issues present and information substantiated by robust evidence from both the course materials and extended reading. A high level of interpretation/evaluation is present, and develops comprehensive critical analysis or synthesis. Identifies gaps in knowledge. Exhibits intellectual independence, rigor, good judgement and adaptability.
<p><i>Effective Communication (Presentation/Oral)</i></p>	<ul style="list-style-type: none"> Difficult to understand for audience, no logical/clear structure, poor flow of ideas, argument lacks supporting evidence. Specialised language 	<ul style="list-style-type: none"> Presentation is sometimes difficult to follow. Information, arguments and evidence are presented in a way that is not always clear and logical. 	<ul style="list-style-type: none"> Presentation is easy to follow. Information, arguments and evidence are well presented, mostly clear flow of ideas and arguments. 	<ul style="list-style-type: none"> Engages audience interest. Information, arguments and evidence are very well presented; the presentation is logical, clear and well- 	<ul style="list-style-type: none"> Engages and sustains audience interest. Expertly presented; the presentation is logical, persuasive, and well-supported by evidence, demonstrating a clear

<p>Percentage for this criterion = 25%</p>	<p>and terminology is rarely or inaccurately employed.</p> <ul style="list-style-type: none"> • Stilted, awkward and/or oversimplified delivery. • Limited use of engaging presentation techniques. (e.g. posture; eye contact; gestures; volume, pitch and pace of voice) • Presentation aids are not employed at all. 	<ul style="list-style-type: none"> • Employs some specialised language and terminology with accuracy. • Correct, but often stilted or awkward delivery. • Sometimes uses engaging presentation techniques (e.g. posture; eye contact; gestures; volume, pitch and pace of voice) • Employs basic, but generally accurate presentation aids as directed. A number of aspects require further refinement (e.g. amount of information, styling, editing, etc.). 	<ul style="list-style-type: none"> • Accurately employs specialised language and terminology. • Correct, but occasionally stilted or awkward delivery. • Uses engaging presentation techniques (e.g. posture; eye contact; gestures; volume, pitch and pace of voice) • Employs clear and somewhat engaging presentation aids as directed. A few aspects require further refinement (e.g. amount of information, styling, editing, etc.). 	<p>supported by evidence.</p> <ul style="list-style-type: none"> • Accurately employs a wide range of specialised language and terminology. • Clear and confident delivery. • Confidently and consistently uses a range of engaging presentation techniques (e.g. posture; eye contact, expression; gestures; volume, pitch and pace of voice; stance; movement). • Employs succinct, styled and engaging presentation aids that incorporate a range of elements (graphics, multi-media, text, charts, etc.). 	<p>flow of ideas and arguments.</p> <ul style="list-style-type: none"> • Discerningly selects and precisely employs a wide range of specialised language and terminology. • Clear, confident and persuasive delivery. • Dynamic, integrated and professional use of a wide range of engaging presentation techniques (e.g. posture; eye contact, expression; gestures; volume, pitch and pace of voice; stance; movement) • Employs succinct, creative and engaging presentation aids that effectively integrate a wide range of elements (graphics, multi-media, text, charts, etc.).
<p><i>Correct citation of key resources and evidence</i></p> <p>Percentage for this criterion = 15%</p>	<ul style="list-style-type: none"> • Demonstrates inconsistent use of good quality, credible and relevant resources to support and develop ideas. • Referencing is omitted or does not resemble APA. 	<ul style="list-style-type: none"> • Demonstrates use of credible and relevant resources to support and develop ideas, but these are not always explicit or well developed. • Referencing resembles APA, with frequent or repeated errors. 	<ul style="list-style-type: none"> • Demonstrates use of credible resources to support and develop ideas. • Referencing resembles APA, with occasional errors. 	<ul style="list-style-type: none"> • Demonstrates use of good quality, credible and relevant resources to support and develop arguments and statements. • Show evidence of wide scope within the organisation for sourcing evidence. 	<ul style="list-style-type: none"> • Demonstrates use of high-quality, credible and relevant resources to support and develop arguments and position statements. • Show evidence of wide scope within and without the organisation for

				<ul style="list-style-type: none"> • APA referencing is free from errors. 	sourcing evidence. <ul style="list-style-type: none"> • APA referencing is free from errors.
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The following Subject Learning Outcomes are addressed in this assessment	
SLO a)	Synthesise theoretical models of human knowledge.
SLO b)	Investigate moral philosophy to learn about real-world ethical actions.