

# SIT210: Embedded Systems Development

## Task 7.1P: Project Pitch

### Assessment Guidelines

You are expected to present a project pitch in a presentation form. Your pitch is one of the first steps towards building a system prototype. In the pitch you need to demonstrate your understanding of the problem domain, including describing the current industry practice/solutions and its challenges, identifying the gaps or opportunities for embedded system, and a brief description of how you propose to solve the problem by designing and implementing an embedded system prototype.

**Please note:** while this task has been updated to be a pass task, you are encouraged to study the rubric and work on your pitch presentation to hit the mark you are targeting.

Also, given that we will most probably be presenting online due to classes being online, some items in the rubric may not 100% apply.

### Task Submission Details

- Prepare a recorded presentation and submit to OnTrack. You will have 4 minutes in total to describe the problem, real-world issue, or the reason for your project. Your presentation could be a recorded video (does not have to be professional), or a recorded voice over power point presentation.
- Put your presentation video online (perhaps on YouTube or Deakin Air), put the link on a document and submit to OnTrack. **ALSO:** submit the link to your presentation video to one of the clouddeakin Project discussions boards that fits your project topic (we have three discussion boards: Smart home/garden/farm, Moving objects and transport, and Community support).
- We will ask questions (if any) or leave comments on OnTrack.

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## Rubric

Criteria	HD (High Distinction)	D (Distinction)	Credit (C)	Pass (P)	Fail (F)
Professional Conduct (GLO8)	Student presents professionally in terms of demeanour, dress and attitude. Student is prepared for presentation, and delivers an engaging presentation. Format of presentation adheres to professional standards appropriate to the context of the project. Student contributes constructively and professionally during the presentation, demonstrating consideration of audience diversity.	Student presents professionally in terms of demeanour, dress and attitude. Student is prepared for presentation. Format of presentation adheres to professional standards appropriate to the context of the project. Student contributes constructively and professionally during the presentation, demonstrating consideration of audience diversity.	Student presents a reasonable level of professionalism. Student is prepared for presentation. Format of the presentation uses a consistent theme. Student contributes professionally during the presentation	Student presents at an acceptable level in a professional context. Student contributes adequately during the presentation and shows evidence of time spent in preparation.	Student lacks a professional demeanour, through dress, physical demeanour, tone or attitude. Contribution not entirely constructive or considerate of audience. Little evidence of preparation.
Discipline Knowledge (GLO1) and Critical Thinking (GLO4)	Student has effectively presented the project pitch comprehensive level. This includes: - Clear, accurate and detailed articulation of problem domain. - Logical presentation	Student has presented the project pitch to high standard. This includes: - Clear and accurate articulation of the problem domain. - Identification of the	Student has presented the project pitch to a competent degree. This includes: - Clear articulation of the problem domain. - Effective visual material	Student has presented project pitch to an acceptable degree. This includes: - Acceptable articulation of problem domain. - Visual material	Student contribution to the presentation is limited and adds little value to the overall presentation. - Limited or ineffective articulation of project outcomes and value

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	<p>and identification of the gap and/or opportunity for the domain challenge.</p> <ul style="list-style-type: none"><li>- High quality of presentation material including slides, and other visual and multimedia aids</li><li>- Confident and informed oral defence of choices made under questions (if any)</li><li>- Able to defend design and proposal decisions, discuss merits of alternative approaches.</li></ul>	<p>gap and/or opportunity for the domain challenge.</p> <ul style="list-style-type: none"><li>- High quality of presentation material and visual aids.</li><li>- Informed oral defence under questions (if any).</li><li>- Able to provide reasonable rationale for design, and demonstrate awareness of alternative approaches, and logical comparisons with alternative approaches.</li></ul>	<ul style="list-style-type: none"><li>- Satisfactory response to questions (if any).</li><li>- Able to provide basic rationale for design and logical attempts at understanding alternative approaches.</li></ul>	<p>acceptable</p> <ul style="list-style-type: none"><li>- Acceptable response to questions (if any).</li><li>- Able to provide basic rationale for design, but unable to provide alternative approaches.</li></ul>	<ul style="list-style-type: none"><li>- Response to panel questions vague or failing to adequately address the specific question.</li><li>- Unable to provide satisfactory rationale for design. Limited to no understanding of the problem domain.</li></ul>
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