

Assessment 2: Presentation

28/04/2024


Attempt 1

▼



In Progress

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Assessment 2: Presentation

Assessment overview

Assessment details



Point Value	40%
Length	Video: 5 minutes +/-10% Slides: max 10 slides incl. title and references (ideally 5 slides with in-text citations).
Description	Present an issue analysis exploring issues faced by one or more historically disadvantaged group(s). Submit a PowerPoint presentation and a video recording.
Submission guidelines	Submit 2 files in separate submission points. <ul style="list-style-type: none">Submit your presentation as a file upload on this page (https://courses.ecu.edu.au/courses/43847/assignments/261718)Submit your video as a Panopto submission by following the below guide in the Students Learning Technologies Support Portal <p>How to record and submit a media assignment (https://courses.ecu.edu.au/courses/8492/pages/how-to-record-and-submit-a-media-assignment-video-or-audio)</p>

Instructions

Prepare a short presentation exploring and analysing issues faced by one or more historically disadvantaged groups. Use specific examples to demonstrate your claims, e.g., support your presentation with media stories and/or case studies. How does the specific story exemplify the issues discussed in the theoretical analysis? Perhaps the media coverage itself is doing injustice / perpetuates some aspects of the disadvantaging of the group.

Prepare a video recording (either screen capture or other presentation video format of your preference) presenting your analysis.

In addition, address the following question: *How does your learning in the unit so far motivate you to champion change to alleviate disadvantage for the chosen group?*

Presentation style/format: In-text citations, grey literature and peer reviewed literature in reference list.

Supporting resources: Material included for this assessment is all content up to and including Week 6.

Activity that can support this assessment: Bubble diagram / mind map with issues experienced by disadvantaged groups (which will be done in Week 3)

Learning outcomes

By completing this task, you will demonstrate that you are able to:

- ULO1: Critically analyse the individual and organisational benefits of increasing inclusion and diversity in workplaces
- ULO2: Evaluate the key barriers to creating inclusive and diverse workplaces

Marking criteria

- Clear identification of and a rich analysis of the range of issues experienced by the disadvantaged group(s) (14 points)
- Demonstration of specific examples/stories to support the theoretical analysis. (10 points)
- Compelling presentation (make the ground fertile towards igniting a change) (6 points)
- Demonstrating deepened understanding that has evolved throughout the unit about the disadvantaged group (6 points)
- Presentation skills (4 points)

For more information, refer to the rubric below.

Feedback

Feedback will be available 10 business days after your submission. It will be presented in the form of text-based feedback via Grades in Canvas.

Policies

Click the headings below to read the information:

Academic integrity

Academic Integrity refers to "a commitment to five fundamental values: honesty, trust, fairness, respect, and responsibility", and "the courage to act on them even in the face of adversity" (Fishman, 2014, p.16). It is driven by our ECU values of Integrity, Respect, Rational Inquiry and Personal Excellence. Developing a culture of academic integrity is a shared responsibility between all ECU Students and Staff. Please review the information on this website to support you to meet your responsibilities as part of our academic community and to help you avoid academic misconduct.

Please note that instances of suspected academic misconduct will be dealt with according to the procedures outlined in [ECU's Academic Integrity Rules, Policy and Procedures. \(https://intranet.ecu.edu.au/student/my-studies/academic-integrity\)](https://intranet.ecu.edu.au/student/my-studies/academic-integrity)

Extensions

You must apply for extensions to the Unit Coordinator before the assessment due date. The contact details for your Unit Coordinator are available via the 'Meet your Unit Coordinator and Facilitators' page within orientation week. Extension requests should be made by email and on the appropriate form. Extensions can only be granted by the Unit Coordinator and only for exceptional circumstances for which evidence can be provided, such as medical (with doctor's certificate), compassionate (death in the family), or emergency (accident) reasons. [You will find the forms](#)

[through this link. \(https://askus2.ecu.edu.au/s/article/000001386\)](https://askus2.ecu.edu.au/s/article/000001386) **Note:** Please indicate your group number in any communications with your Unit Coordinator.

Before applying for an extension, please check out the ECU Guidelines for Extensions which details circumstances that can and cannot be used to gain an extension. For example, normal work commitments, family commitments and extra-curricular activities are not accepted as grounds for granting you an extension of time because you are expected to plan ahead for your assessment due dates.

Late submissions

Assessment tasks submitted after the due date and time (or the extended due date and time) will incur a penalty of 5% per day, including weekends. Assessments submitted more than seven days late will be awarded a mark of zero.

✓ **View Rubric**

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Criteria	Ratings					Points
Criteria 1 view longer description	14 to >11.19 pts High Distinction (HD) Identification and comprehensive analysis of a wide range of issues experienced by the disadvantaged group(s).	11.19 to >9.79 pts Distinction (D) Identification and detailed analysis of a wide range of issues experienced by the disadvantaged group(s).	9.79 to >8.39 pts Credit (C) Identification and detailed analysis of a number of issues experienced by the disadvantaged group(s).	8.39 to >6.99 pts Pass (P) Identification and basic analysis of some issues experienced by the disadvantaged group(s).	6.99 to >0 pts Fail (N) Few or no issues identified and or very little analysis of the issues experienced by the disadvantaged group(s).	/ 14 pts
Criteria 2 view longer description	10 to >7.9 pts High Distinction (HD) Excellent use of highly relevant and contemporary examples to support the theoretical analysis.	7.9 to >6.9 pts Distinction (D) Very good use of relevant and contemporary examples to support the theoretical analysis.	6.9 to >5.9 pts Credit (C) Good use of relevant examples to support the theoretical analysis.	5.9 to >4.9 pts Pass (P) Some use of largely relevant examples to support the theoretical analysis.	4.9 to >0 pts Fail (N) No use of examples and/or examples are not relevant in supporting the theoretical analysis.	/ 10 pts
Criteria 3 view longer description	6 to >4.79 pts High Distinction (HD) Highly persuasive argument which connects cognitively and emotionally to inspire	4.79 to >4.19 pts Distinction (D) Persuasive argument which connects cognitively and emotionally to inspire	4.19 to >3.59 pts Credit (C) Quite persuasive argument which connects cognitively and emotionally to inspire	3.59 to >2.9 pts Pass (P) Basic argument which connects cognitively or emotionally to inspire some	2.9 to >0 pts Fail (N) Little or no argument with little or no connection cognitively or emotionally and unlikely to	/ 6 pts

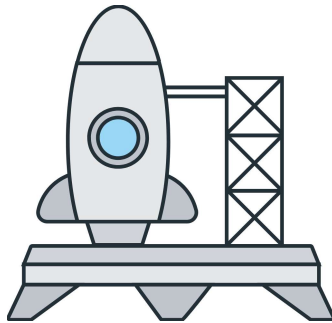
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Criteria	Ratings					Points
	emotionally to inspire behaviour change.	behaviour change.	inspire consideration of behaviour change.	consideration of behaviour change.	inspire consideration of behaviour change.	
Criteria 4 view longer description	6 to >4.79 pts High Distinction (HD) Presentation provides very strong evidence of a deep shift in understanding, mindset, and behaviour regarding inclusion of the group(s).	4.79 to >4.19 pts Distinction (D) Presentation provides strong evidence of a deep shift in understanding, mindset, and behaviour regarding inclusion of the group(s).	4.19 to >3.59 pts Credit (C) Presentation provides evidence of quite a deep shift in understanding, mindset, and behaviour regarding inclusion of the group(s).	3.59 to >2.99 pts Pass (P) Presentation provides some evidence of a shift in understanding, and/or mindset and/or behaviour regarding inclusion of the group(s).	2.99 to >0 pts Fail (N) Presentation provides little or no evidence of a shift in understanding, mindset, and behaviour regarding inclusion of the group(s).	/ 6 pts
Criteria 5 view longer description	4 to >3.19 pts High Distinction (HD) A professional presentation with excellent use of tone and pace, eye contact and highly engaging for the audience.	3.19 to >2.79 pts Distinction (D) A well-delivered presentation with evidence of good use of tone and pace, eye contact and/or a level of enthusiasm that engaged the audience and maintained their interest.	2.79 to >2.4 pts Credit (C) Good delivery with evidence of appropriate tone and pace, and/or a level of enthusiasm that engaged the audience and maintained their interest.	2.4 to >1.99 pts Pass (P) Reasonable delivery with some evidence of appropriate tone and pace, eye contact and/or a level of enthusiasm that engaged the audience and maintained their interest.	1.99 to >0 pts Fail (N) Below standard delivery with little or no evidence of appropriate tone and pace, eye contact and/or a level of enthusiasm that engaged the audience and maintained their interest.	/ 4 pts
						Total points: 0



Record media

or



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