

## Media Research Methods: Assignment C

### Assessment Criteria:

Facets of Inquiry ↓ → Level of Attainment	<b>Level 1 (Prescribed Research)</b> Highly structured directions and modelling from educator prompt student research (50% of mark awarded)	Level 1, plus <b>Level 2 (Bounded Research)</b> Boundaries set by and limited directions from educator channel student research (75% of mark awarded)	Level 1 and 2, plus <b>Level 3 (Scaffolded Research)</b> Scaffolds placed by educator shape student independent research (100% of mark awarded)
<b>A. Embark (10%)</b> [Respond to or initiate research and clarify or determine what knowledge is required, heeding ethical/cultural and social/team considerations.]	1. Identifies a published, media-related research paper for the assignment	2. Selects media paper independently (i.e. not simply taken from examples in course materials)	3. Identifies research paper that has clear relevance to topics covered in the course
<b>B. Find (20%)</b> [Find and generate needed information/data using appropriate methodology.]	1. Provides short description of the project that identifies essential information about the research	2. Identifies and uses relevant supporting literature from <i>Course Reader</i> and other sources	3. Identifies the most important features of the research methods used within the project
<b>C. Evaluate (25%)</b> [Determine and critique the degree of credibility of selected sources and of data generated, and reflect on the research processes used.]	1. Explains how research relates to the particular needs of the original commissioning agency	2. Provides a brief critical evaluation of the data produced by the researchers	3. Identifies any potential problems in the researchers' uses of different methods in the project
<b>D. Organize (10%)</b> [Organise information and data to reveal patterns and themes, and manage teams and research processes.]	1. Assignment addresses all the points mentioned in the <i>Course Profile</i> instructions	2. Makes appropriate and consistent use of chosen style of assignment or report writing	3. Maintains a clear distinction between descriptive and analytical or critical content
<b>E. Analyse (25%)</b> [Analyse information/data critically and synthesise new knowledge to produce coherent individual/team understandings.]	1. Explains why methods used were chosen to achieve the research project's aims	2. Demonstrates understanding of the different research methods used in the project	3. Describes potential benefits of the research to the commissioning agency
<b>F. Present (10%)</b> [Write, present and perform the processes, understandings and applications of the research, and respond to feedback, accounting for ethical, social and cultural issues.]	1. Avoids unnecessary confusion through excellent editing and proof-reading	2. Provides complete and accurate referencing for sources when used in-text and in a final list	3. Provides a clear and accurate account of any research data mentioned, using graphs if needed

### Notes:

- These assessment criteria are based on the Research Skills Development Framework (<http://www.adelaide.edu.au/rsd/>).
- The criteria are used within an assessment rubric that is integrated into and marked via TurnItIn. Marks are awarded according to the proportional weighting for each *Facet of Inquiry*.
- Feedback on your assignment is provided through the rubric, as well as via comments on your assignment document and in final summary text. Access this feedback via the TurnItIn module approximately two weeks after the submission of your assignment.
- Assessment criteria for Assignment C build on those used in this assignment, Therefore students are strongly advised to pay careful attention to feedback provided on this assignment to identify areas that require improvement.