

MDIA 2302 Media Research Methods Semester 1, 2013

COURSE DETAILS

Course Code: MDIA 2302

Course: Media Research Methods

Level: II

Units: 3

Coordinating Unit: Discipline of Media, School of Humanities

Contact: Dr Michael Wilmore

Term: Semester 1, 2013

Mode: Internal

Location/s: North Terrace

Prerequisites: 12 units Level I Humanities/Social Sciences, including at least 3 units Level I Media

Corequisites: None

Incompatible: N/A

Assumed Knowledge: None

Restrictions: Available to BMedia students only

Quota: None

Course Description:

Good research is essential to the successful development and production of media platforms and content, whether these are produced commercially or as part of public organizations' work. Audience studies in particular are a crucial aspect of media analysis. This course brings together the theoretical and practical elements of research in order to help students understand why such media research is so important. Students learn to use various research methods, both quantitative and qualitative, and understand how these can be combined to produce interesting and valuable research projects. Students learn to understand how ethical, risk and communication issues impact on the research process. The course examines practical applications of media research through case studies as the basis for applied learning in the classroom. By the conclusion of the course students will be confident in their own ability to use essential research skills and be able to evaluate the work of other media researchers in a thorough and critical manner.

COURSE STAFF

Course Coordinator: Dr Michael Wilmore

Lecturers: Additional guest lecturers will contribute for some topics

Tutors: Mariane Umali and Troy Mayes

Contact details for all staff coordinating and teaching this course are available on MyUni.

COURSE TIMETABLE

The full timetable of all activities for this course can be accessed from the [Course Planner](https://access.adelaide.edu.au/courses/search.asp) at <https://access.adelaide.edu.au/courses/search.asp>

Week	Topic and Case Study	Research Skills	Assessment
1: 4 th Mar	Introduction: What is media research? Changing TV audiences and real-time social TV analysis	Understanding role and different uses of research in media industries	Discussion of participation criteria; course orientation and assessment discussion
2: 11 th Mar	Background data: What do you already know? Digital inclusion and the NBN	Search techniques and information management	Initiate selection of research report for Assignment B; review and confirm participation criteria
3: 18 th Mar	Research ethics: How do you conduct research safely? Internet-based research & phone hacking	Understanding compliance and risk	Multiple choice test 1 available Friday 22nd March, 5pm
4: 25 th Mar	Interviews: How do you talk to people? Social media	Interview techniques	Confirm selection of research report for Assignment B
5: 1 st Apr	Analysing qualitative data: How do you make sense of your evidence? Website designs	Coding qualitative evidence	Complete multiple choice test 1 by <i>Friday 5th April, 5pm</i>
6: 8 th Apr	Surveys: How do you ask the right questions? TV audiences	Surveys and questionnaires	Multiple choice test 2 available Friday 12th April, 5pm
Mid-semester Break 15th to 28th April			
Complete Assignment B (Report on Published Research) by <i>Friday 3rd May, 5pm</i>			
7: 29 th Apr	Sampling: How do you ask the right people? Radio audiences	Sampling techniques	Initiate selection of media industry for Assignment C
8: 6 th May	Statistics: How do you measure things? Film and cinema audiences	Basic descriptive statistics and quantitative data presentation	Complete multiple choice test 2 by <i>Friday 10th May, 5pm</i>
9: 13 th May	Inferences: How strong is the connection between things? Serious gaming	Inferential statistics and experimental research	Review feedback on Assignment B
10: 20 th May	Observation: Contemporary research in the digital media industries? Website analytics	Observational research	Confirm selection of media industry for Assignment C
11: 27 th May	More on web and social media metrics: How is media research changing? Journalism and 'new' news readership research	Real-time data mining	Multiple choice test 3 available Friday 31st May, 5pm
12: 3 rd June	Conclusions: What impact does research have on the media industry? Your media future	Problem solving and innovation through media industry research	Attend SWOT class for final advice on completion of Assignment C
Complete multiple choice test 1 by <i>Friday 14th June, 5pm</i>			
Complete Assignment C (Report on Research 'State of the Art'...) by <i>Friday 21st June, 5pm</i>			
Complete Assignment D (Participation Self-assessment) by <i>Friday 21st June, 5pm</i>			

COURSE LEARNING OBJECTIVES

- a) Research literacy (the ability to understand and assess the value of research findings),
- b) A sound knowledge of basic research methods,
- c) An understanding of the significant risk and ethical issues raised by the conduct of media research,
- d) A working knowledge of the theories and frameworks through which media are analysed and understood,
- e) Familiarity with research into media audiences and users,
- f) Demonstrable knowledge of research governance and policy,
- g) Understanding of media industries and institutions, particularly the role that research plays within the knowledge economy and your future career development,
- h) A high level of written and oral communication skills, and
- i) Increasing familiarity with collaborative techniques to develop successful work outcomes.

UNIVERSITY GRADUATE ATTRIBUTES

This course will provide students with an opportunity to develop the Graduate Attributes specified below:

UNIVERSITY GRADUATE ATTRIBUTE	COURSE LEARNING OBJECTIVES
Knowledge and understanding of the content and techniques of a chosen discipline at advanced levels that are internationally recognised.	a, d
The ability to locate, analyse, evaluate and synthesise information from a wide variety of sources in a planned and timely manner.	b
An ability to apply effective, creative and innovative solutions, both independently and cooperatively, to current and future problems.	e
Skills of a high order in interpersonal understanding, teamwork and communication.	h
A proficiency in the appropriate use of contemporary technologies.	i
A commitment to continuous learning and the capacity to maintain intellectual curiosity throughout life.	g
A commitment to the highest standards of professional endeavour and the ability to take a leadership role in the community.	c, f
An awareness of ethical, social and cultural issues within a global context and their importance in the exercise of professional skills and responsibilities.	c

REQUIRED RESOURCES

There are no required resources for this course, although regular access to the Internet is needed due to the online content and modes of assignment submission used throughout the semester.

RECOMMENDED RESOURCES

Students may wish to purchase a media research textbook to support their learning. The following textbooks are recommended, but there are many more available:

- Anderson, James A. 2012, *Media Research Methods: Understanding Metric and Interpretive Approaches*, Thousand Oaks, Calif.: SAGE [A complex and challenging read!]
- Berger, Arthur A. 2011, *Media and Communication Research Methods*, 2nd ed., Los Angeles: SAGE Publications [New edition of a classic, which is quite readable]
- Jensen, Klaus (ed.) 2012, *A Handbook of Media and Communication Research: Qualitative and Quantitative Methodologies*, 2nd ed., New York: Routledge [An excellent book with an emphasis on use of theory in research]
- Priest, Susanna H. 2010, *Doing Media Research: An Introduction*, 2nd ed., London: SAGE [Good on the total process of research]
- Webster, James G., Phalen, Patricia F. and Lichty, Lawrence W. 2006, *Ratings Analysis: The Theory and Practice of Audience Research*, 3rd ed., Mahwah, N.J.: Lawrence Erlbaum Associates [Focused on only one area, but it's important and this is comprehensive]
- Weerakkody, Niranjala D. 2008, *Research Methods for Media and Communication*, Melbourne: Oxford University Press [One of the few Australian media research texts and covers all the basics in accessible style]
- Wimmer, Roger D. and Dominick, Joseph R. 2006, *Mass Media Research: An Introduction*, 8th ed., Belmont: Thomson Wadsworth [A very well established and respected US textbook]

ONLINE LEARNING

This course makes extensive use of MyUni and some external websites. All assignments are submitted via MyUni using a combination of on-line tests and TurnItIn.

TEACHING & LEARNING MODES

Lectures for this course are delivered live and recorded using the university's MyMedia system. Lecture recordings are automatically loaded to the MyMedia module following delivery. Workshop classes are held in a Media Lab (Schulz 408) in order to facilitate students' access to online resources and completion of assignments. Readings and other sources are provided using the Barr Smith Library Digital Resources Management Service or through externally hosted websites. Assignments and course participation involve a mixture of individual and collaborative work in class and online.

WORKLOAD

The information below is provided as a guide to assist students in engaging appropriately with the course requirements:

- Lectures (live or online): 1 hours per week
- Workshop Attendance: 2 hour per week
- Tutorial Preparation: 4 hours per week
- Assignment Preparation: 3 hours per week

Note that these are expectations of the approximate amount of time required in an average week to complete all elements of the course successfully. Actual workload is likely to vary depending on the assignment deadlines.

LEARNING ACTIVITIES SUMMARY

Required Resources: It is essential that you read these sources before attending each workshop class. The questions for the Assignment 1 multiple-choice tests are based on these readings.

Additional Resources: These are provided as a supplement to the required sources to assist in completion of other assignments and aid understanding of each topic.

Week 1 (week beginning 4th March)

Topic 1: Introduction: What is media research?

This week we ask some basic questions about media research. What is distinctive about research as an activity and how does it differ from the other things we do as media professionals? Who does media research and how do different professionals use research?

Required Resources:

- Branston, Gill and Stafford, Roy 2006, 'Audiences', *The Media Student's Book*, 4th ed., London: Routledge, 268-295
- Bluefin Labs, April 2nd 2012, Social TV analysis: Super Bowl XLVI, <http://www.youtube.com/watch?v=rhACo7rs0ec>, YouTube channel [bluefinlabs](http://www.bluefinlabs.com), Cambridge, M.A.: Bluefin Labs (www.bluefinlabs.com) [Accessed 14/02/13]
- Isaac, Mike 12th February 2013, 'Why Twitter dropped close to \$90 million on Bluefin Labs', *All Things D*, <http://allthingsd.com/20130212/why-twitter-dropped-close-to-90-million-on-bluefin-labs/?refcat=news> [Accessed 14/02/13]

Week 2 (week beginning 11th March)

Topic 2: Background data: What do we already know?

Researchers will save immense amounts of time and avoid wasted effort if they can do effective 'secondary' research using libraries and other archives. This is something you have already done many times in your studies, but it is important to understand how large-scale and professional research projects require additional thought and resources to achieve the researcher's aims. It is also important to develop a good overview of your field of research so that you can avoid unnecessarily 'reinventing the wheel' every time you start a project. There's no point in repeating what has already been done, but even if you're doing something different in your own project there's plenty to learn from what other have done before. This is also a valuable skill to have because media professionals must be masters of information and information technology if they're to survive in the 21st century!

Required Resources:

- Priest, Susanna H. 2010, 'Developing a research question, reviewing the literature, exploring data sources, and defining variables', *Doing Media Research: An Introduction*, 2nd ed., London: SAGE, 49-70
- The University Library *Resource Guide for Media*, <http://libguides.adelaide.edu.au/media> [Prepared by the wonderful Fiona Mariner. You can contact Fiona by email or phone, or just pop by to see him in the library if you have any questions about media research. Her contact details are on the Media Resource Guide homepage]

Additional Resources:

- Two websites for popular on-line research tools:
 - *Endnote Web*, <https://www.myendnoteweb.com/EndNoteWeb.html?Init=Yes&SrcApp=CR&returnCode=ROUTER.Success&SID=V1L@n8FJkbi4g86H2Gg>
[Note that Endnote is also available free to students as stand-alone application via the University students' IT page, <https://www.adelaide.edu.au/its/software/?m=auth>]
 - *Zotero* [Note this only works with the Firefox browser], <http://www.zotero.org/>

Week 3 (week beginning 18th March)

Topic 3: Research Ethics: How do you conduct research safely?

If knowledge is power, it must be used wisely! Any research that entails risk to the research subjects must be very carefully considered; if research violates well established ethical protocols then it should not be done. It is arguably the case that all media research is, by definition research with other people and as such entails risk. Working ethically is not simply a question of politeness, because violation of ethical rules can lead to the disciplining of researchers for misconduct and even prosecution. For this reason all researchers must understand the rules and protocols that proscribe the limits of what is and is not ethical in their field.

Required Resources:

- Wimmer, Roger D. and Dominick, Joseph R. 2006, 'Research ethics', *Mass Media Research: An Introduction*, 8th ed., Belmont: Thomson Wadsworth, 66-86
- Black, Jay and Roberts, Chris 2011, 'Codes of ethics and justification models', *Doing Ethics in Media: Theories and Practical Applications*, New York: Routledge, 39-67

Additional Resources:

- The National Statement: A User Guide; Preamble; Purpose, Scope and Limits of This Document. In *National Statement on Ethical Conduct in Human Research 2007*, National Health and Medical Research Council, Australian Research Council, Australian Vice-chancellors Committee
- Ess, C. and the AoIR [Association of Internet Researchers] Ethics Working Committee (2002). *Ethical Decision-making and Internet Research: Recommendations from the AoIR Ethics Working Committee*.
- Phone Hacking, *The Guardian*, <http://www.guardian.co.uk/media/phone-hacking> [Accessed 11/02/13]

Week 4 (week beginning 25th March)

Topic 4: Interviews: How do you talk to people?

Interviews are foundational for a lot of research because they provide the researcher with an opportunity to develop a better understanding of what people think and feel about their topic of interest. The relatively 'free form' character of such interviews is essential to their success, but this should not lead you to think it is less rigorous in preparation, analysis and interpretation of the results as are of surveys or questionnaires (see Topic 6). This week we learn more about interviewing and how we can get the most out of what is both the simplest and most subtle of research techniques. We use our study of interviewing to develop a more general understanding of the principles of qualitative research, as well as contrast the types of interviews journalists use with other forms of interview research.

Required Resources:

- O'Reilly, Karen, 2012, 'Interviews: asking questions of individuals and groups', *Ethnographic Methods*, 2nd ed., London: Routledge, 116-140
- Alysen, Barbara, Oakham, Mandy, Patching, Roger and Sedorkin, Gail 2011, 'Interviewing', *Reporting in a Multimedia World*, 2nd ed., Crows Nest, NSW: Allen and Unwin, 137-153

Additional Resources:

- Teenage usability: designing teen-targeted websites, <http://www.experientia.com/blog/teenage-usability-designing-teen-targeted-websites/>, *Putting People First* [Accessed 25/02/13]
- ACMA 2009, *Click and Connect: Young Australians' Use of Online social Media*. Canberra: Australian Communications and Media Authority

Week 5 (week beginning 1st April)

Topic 5: Analysing qualitative data: How do you make sense of your evidence?

The beauty and power of qualitative research is also the cause of researchers' biggest headaches! Qualitative data can take you to places you never imagined and provide many unexpected insights into the media you are interested in. However, you must also learn to conduct systematic, thorough analysis of your 'raw' data in order to reveal these insights. This week we look at some of the techniques used to conduct qualitative research, including the role of computer-aided analysis.

Required Resources:

- Anderson, James A. 2012, 'Coding text', *Media Research Methods: Understanding Metric and Interpretive Approaches*, Thousand Oaks, Calif.: SAGE, 273-299

Additional Resources:

- *Online QDA*, http://onlineqda.hud.ac.uk/Intro_CAQDAS/index.php [A 'one stop shop' for everything to do with qualitative data analysis that pays special attention to the use of computer applications to assist with this.]
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Week 6 (week beginning 8th April)

Topic 6: Surveys: How do you ask the right questions?

Many people who encounter researchers do so when they respond to surveys or questionnaires. These are a very commonly used research techniques and you MUST understand both why they are so frequently used and some of the ways to ensure you use them well. Even if you don't become an active designer and user of surveys, they are so common that you are almost certainly going to find yourself using the results of surveys during your career. So, it's important that you have a working knowledge of the principles underlying survey methodology, especially asking appropriate questions.

Required Resources:

- Vivian, John 2010, 'Mass audiences', *The Media of Mass Communication*, 10th ed., New York: Allyn and Bacon/Pearson, 324-349
- Berger, Arthur A. 2011, 'Surveys', *Media and Communication Research Methods*, 2nd ed., Los Angeles: SAGE Publications, 220-244

Additional Resources:

- A selection of websites from the major players in commercial audience research, plus a more academic site:
 - Nielsen, http://en-us.nielsen.com/content/nielsen/en_us/industries/media.html [The global leader in audience research.]
 - Nielsen Media Research, <http://www.nielsenmedia.com/nc/portal/site/Public/> [Look in particular at the *Inside TV Ratings* pages.]
 - OzTAM, <http://www.oztam.com.au/> [the commissioning agency for television ratings research in Australia.]
 - International Television Expert Group, <http://www.international-television.org/index.html>
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Mid-semester Break (15th to 28th April)

Week 7 (week beginning 29th April)

Topic 7: Sampling: How do you ask the right people?

The validity of quantitative data and—perhaps even more crucially—the inferences that we draw from this data are to a very great extent dependent on our understanding of sampling strategy and technique. Our data is very seldom drawn from the totality of a population, whether this is an actual population of people or drawn from a 'population' of things like television programmes or programme audiences. Therefore, we need to work with a smaller sample of the population that interests us. The quality of our sampling strategy and our understanding of the relationship between the sample and the population from which it is drawn has an important bearing on the parameters of both our data analysis and eventual conclusions. We need to know what our sample represents and shouldn't automatically assume that it does, in fact, represent the characteristics of the population as a whole. This is a tricky business!

Required Resources:

- Weerakkody, Niranjala D. 2008, 'Sampling', *Research Methods for Media and Communication*, Melbourne: Oxford University Press, 92-108

Additional Resources:

- Nielsen Media 2012, *Radio Ratings Survival Kit*, Sydney: AC Nielsen
<http://www.nielsen.com/au/en/measurement/radio-measurement.html> [Accessed 14/02/13]
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Week 8 (week beginning 6th May)

Topic 8: Statistics: How do you measure things?

In the eyes of many, quantitative research IS research – Full stop! This is why the results of research are often reported in numerical form, because it's what seems to be the only way to work. This week we look at some of the reasons why using numbers is so fundamental to many research activities, some of the basic techniques we use when working with numbers, and how you can minimise the risk of making mistakes in your quantitative media research. This week we emphasise descriptive statistics and the different approaches to representing our data as both a means of and following analysis.

Required Resources:

- Grundy, Bruce, Hirst, Martin, Little, Janine, Hayes, Mark, Treadwell, Greg, 2012, 'Facts and figures: the story has to add up', *So You Want to Be a Journalist? Unplugged*, Port Melbourne, Vic.: Cambridge University Press, 95-111
- Rugg, Gordon 2007, 'Patterns in data and presentation of data', *Using Statistics: A Gentle Introduction*, Maidenhead: Open University Press/McGraw Hill, 25-45

Additional Resources:

- Two media data websites with an emphasis on movies [What types of data do they include? Who is interested in this data and what uses might they have for it?]:
 - *Showbizdata, <http://www.showbizdata.com/index.cfm>
 - *Box Office Mojo, <http://boxofficemojo.com/>
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Week 9 (week beginning 13th May)

Topic 9: Inferences: How strong is the connection between things?

Inferential statistics are where quantitative research achieves its most powerful and impressive results. However, it is also the point at which quantitative research can become technically very challenging. Our intention here is not to teach you how to tackle these technical problems, but is more limited. We want you to have an appreciation of the conceptual issues that underlie the uses of statistics for inferential purposes and the uses to which these types of quantitative analysis are put in media research. Again, our intention is to add to your overall media research 'literacy' so that you can at least understand how and why others may be using these types of quantitative data analysis in their research.

Required Resources:

- Gunter, Barrie 2012, 'The quantitative research process', Klaus Jensen (ed.) *A Handbook of Media and Communication Research: Qualitative and Quantitative Methodologies*, 2nd ed., New York: Routledge, 237-264
 - Kato, Pamela M., Cole, Steve W., Bradlyn, Andrew S., and Pollock, Brad H. 2008, 'A video game improves outcomes in adolescents and young adults with cancer: A randomized trial', *Pediatrics* 122, e305-e317
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Week 10 (week beginning 6th August)

Topic 10: Observation: Contemporary research in the digital media industries?

Digital technologies have revolutionised the media, as you are well aware from your own experiences and BMedia studies. These media require new research techniques and these have brought their own revolution to the media industries. Not surprisingly, one of the giants of the digital media industries,

Google, is taking a lead in changing the way we view media audiences and the value of media content.

Required Resources:

- Napoli, Philip M. 2011, 'The transformation of audience information systems', *Audience Evolution: New Technologies and the Transformation of Audiences*, New York: Columbia University Press, 88-116
- Ledford, Jerri, Teieira, Joe, Tyler, Mary E. 2010, 'Basic metrics and concepts', *Google Analytics*, 3rd ed., Hoboken, N.J.: Wiley, 79-89

Additional Resources:

- Google Analytics, 11th October 2011, Google Analytics in Real Life – Online Checkout <http://www.youtube.com/watch?v=3Sk7cOqB9Dk>, YouTube channel [Google Analytics](#), Mountain View, C.A. (<http://www.google.com/intl/en/about/>) [Accessed 17/02/13]
 - *Google Analytics Home Page*, <http://www.google.com/analytics/>
 - *Google Analytics, Conversion University*, http://www.google.com/support/conversionuniversity/bin/request.py?hl=en&contact_type=ind exSplash&rd=1 [Online resources for self-education prior to taking Google's official Analytics IQ Test.]
 - *Advanced Web Metrics*, <http://www.advanced-web-metrics.com/>
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Week 11 (week beginning 27th May)

Topic 11: More on web and social media metrics: How is media research changing?

You should by now understand that in the media industry, knowledge is power! Increasingly, as media producers turn to websites and other internet-based media to deliver their content new forms of media research are required to understand audiences and their behaviours. In a 24/7 media industry this information has to be accessed, analysed and acted upon in 'real time'. This topic examines this process and some of the major challenges that researchers face in this challenging environment.

Required Resources:

- Briggs, Mark 2013, 'Building a digital audience for news', *JournalismNext: A Practical Guide to Digital Reporting and Publishing*, 2nd ed., Los Angeles: SAGE/CQ Press, 293-315
 - Sterne, Jim 2010, 'Getting respect-Identifying influence', *Social Media Metrics: How to Measure and Optimize Your Marketing Investment*, Hoboken, N.J.: Wiley, 51-76
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Week 12 (week beginning 3rd June)

Topic 12: Conclusions: What impact does research have on the media industry?

Our final lecture reviews what we have learned over the past weeks and provides essential advice for completion of the final assignment.

Required Resources:

- There are no specific readings for this week, but class time is available for consultation to help with completion of your final assignment. In particular we focus on reviewing the references you have selected to write your assignment.

ASSESSMENT

The University’s policy on [Assessment for Coursework Programs](http://www.adelaide.edu.au/policies/700/) is based on the following five principles: 1) assessment must encourage and reinforce learning; 2) assessment must measure achievement of the stated learning objectives; 3) assessment must enable robust and fair judgements about student performance; 4) assessment practices must be fair and equitable to students and give them the opportunity to demonstrate what they have learned; and 5) assessment must maintain academic standards (see: <http://www.adelaide.edu.au/policies/700/>)

Assignments Summary

	Assignment A	Assignment B	Assignment C	Assignment D
Name	Research Tests	Report on published research	Report on research ‘state of the art’ in a media industry	Participation Self-assessment
Type	Multiple choice tests	Essay	Essay	Multiple choice test
Overall Value	20%	30%	40%	10%
Workload	3 tests; c. 20 minutes per test, plus preparation time	1,500 words total; c. 18 to 24 hours preparation & writing	1,750 words total; c. 24 to 30 hours preparation & writing	Continuous work through semester
Submission Mode	Online via MyUni test system	Online via MyUni TurnItIn module	Online via MyUni TurnItIn module	Online via MyUni test system
Deadline	Fridays 5 th April, 10 th May & 14 th June, 5pm	Friday 3 rd May, 5pm	Friday 21 st June, 5pm	Friday 21 st June, 5pm

There are four assessed components for this course. Assessment guidance sheets will be provided for each written and group assignment (2 and 3) in the *Assignments* section of the MyUni course site. These assessment guidelines will be discussed in workshops before the submission of each assignment. The participation assessment (4) will be discussed in the first workshop and self-assessment guidelines provided via MyUni and in the workshops.

Assignment A: THREE multiple-choice tests on research methods completed via MyUni

- **Overall Course Value:** 20% (TEN randomised questions per test; each test marked out of 100%; Test 1 and 2 weighted 5% of overall course mark, plus Test 3 weighted 10% of overall course mark)
- **Workload:** Approximately 20 minutes per test attempt; 6 hours class attendance and reading per topic
- **Mode:** Online via MyUni test system
- **Deadlines for completion:** 1: Friday 5th April, 5pm; 2: Friday 10th May, 5pm; 3: Friday 14th June, 5pm

Rationale: Each multiple-choice test is designed to examine your knowledge of key concepts used in this course. These relate to the mechanics of particular research methods, the practical uses of research in media industries, and the need for rigorous evidence that makes research such a crucial element in the development of media products that can find appreciative audiences. Completing the tests not only contributes to your overall course mark in their own right, but this also forms a building block for successful completion of the major written assignments for this course (Assignments 2 and 3).

Instructions:

- The link to each test is in the Assignment section of MyUni. Each test will be released at the END of the section of the course to which it relates:
 - Test 1: Friday 22nd March at 5pm
 - Test 2: Friday 12th April at 5pm

- Test 3: Friday 31st May at 5pm
- b. A Practice Test is available in week 1 to help you understand how the online multiple-choice tests work in MyUni. You can take this practice test as many times as you want to.
- c. You will have a MAXIMUM of THREE attempts at each of the graded multiple-choice tests. After an attempt at the test you will be provided with a score, but you will NOT be told which question you got right or wrong. The final mark assigned for each test will be your score on your LAST ATTEMPT. Only redo the test if you are unsatisfied with your mark and think you can improve on a second or third (and final) attempt. It is important to revise the relevant topic material before retaking the tests, especially if you achieved a Fail mark (less than 50%) on a first attempt. The ten questions presented in each test are drawn from a randomised pool of questions. Therefore you will see a different selection of questions each time you do the test.
- d. You have TWO WEEKS to complete each test. The deadlines for completion of the tests are as follows:
 - Test 1: Friday 5th April at 5pm
 - Test 2: Friday 10th May at 5pm
 - Test 3: Friday 14th June at 5pm
- e. **IMPORTANT:** The tests will not be available after these dates. Students who fail to complete a test for reasons other than illness (for which supporting documentation is provided) will NOT be permitted to have access to the tests after the above completion deadlines. It is YOUR responsibility to take the test: 'I'm sorry but I just forgot the deadline', is NOT a valid reason for being permitted to take the test after the completion dates! In the event of a MyUni system failure additional arrangements will be put in place to extend the test deadlines and students will be notified of this via email. Each test goes offline at 5pm on the completion date (Australian CST) and partially completed tests will not be recorded. AGAIN, it is your responsibility to complete each test before this deadline.
- f. **FEEDBACK:** A full version of each test will be made available on MyUni following the completion deadline. These versions of the test can be taken as many times as you wish and each question provides answers that include feedback on what to revise if you get the question wrong. You are advised to do the feedback version of each test at least once, irrespective of your actual mark, because this will allow you to see each question in the test pool and an opportunity to refresh key concepts prior to completion of the major written assignments.

Completion Checklist:

1. Completed first attempt at Test 1
2. Retake Test 1 maximum of TWO times if dissatisfied with first mark
3. Completed first attempt at Test 2
4. Retake Test 2 maximum of TWO times if dissatisfied with first mark
5. Completed first attempt at Test 3
6. Retake Test 3 maximum of TWO times if dissatisfied with first mark

Assignment B: Report on published research (essay)

- Overall Course Value: 30%
- Workload: 1,500 words total (approximately 18 to 24 hours preparation and writing)
- Mode: Online via MyUni TurnItIn module
- Deadline for completion: Friday 3rd May, 5pm

Rationale: There are many people employed in media industries who conduct research themselves or lead research teams. This is frequently highly specialised work, so the majority of media professionals only ever use research as a secondary resource. In other words, they rely on these specialists to develop the evidence used to make decisions that can have dramatic effects on what is broadcast, published, recorded or shared. You *might* become one of these specialist researchers, but *everyone* should understand what researchers are telling them about our media. This assignment asks you to select a published research report and provide a critical analysis that demonstrates your

understanding of what the researchers are telling us. Why should we listen to them and what impact might their research have on the media?

Instructions:

- a. Your first task is to independently identify a published media research report. This part of the assignment requires you to use the professional search skills that you have developed throughout your studies, which were also highlighted in Topic 2.
- b. The report you select can be based on research commissioned and conducted in any institutional or organisational setting. For example, it could be a piece of academic research published in a respected journal, it could be a report commissioned by a commercial organisation or on behalf of them by an industry consultant, or it could be research conducted by or for a government department or public regulator. It may be part of a continuing project or based on a piece of 'one off' research. There must be sufficient information available in the report or related sources to enable you to complete all elements of this assignment.
- c. Write an essay that addresses all the following points:
 - Identify the main aims of the published research and explain how these relate to: a) the particular needs of the agencies that commissioned and/or conducted this research [i.e. Who did the research? Why did they do it?]
 - Identify the most important features of the research methods used in your chosen report and explain why they were chosen to meet its aims [i.e. How did they do it? Why did they do it this way?]
 - Provide a brief, critical evaluation of the data produced by the researchers with reference to the stated aims of the original project [i.e. What did they discover? What difference did this make?]
 - Imagine that you are completing this assignment on behalf of an industry client or employer who needs to evaluate the effectiveness of the research. Write clearly and accurately using all the necessary formalities used in any university essay, but ensure that you communicate your ideas in a way that speaks directly to the needs of your imagined client or employer [i.e. Who is your reader and what do they need to know most urgently?]
- d. It is vital that you complete additional research and make use of the source materials provided to you (e.g. required readings) to develop your understanding of the research report you have selected. Use of the selected report alone will NOT be sufficient to complete this assignment successfully. As a rough guide, we expect you to use between six and dozen sources (made up of a mixture of required readings and independently selected sources, including academic and industry literature, such as reports produced by government bodies like ACMA.
- e. Further advice will be provided in the assessment guidelines and marking criteria sheet distributed on MyUni and discussed in class before the submission date.
- f. NOTE: This assignment is submitted via a TurnItIn module available in the Assignments section of MyUni. TurnItIn analyses use of source material and you can use this to check for possible problems with use of sources (i.e. plagiarism) and then revise if necessary. The system is set up to allow you to revise and resubmit your assignment if you identify problems using TurnItIn. FEEDBACK and your final mark for the assignment are also provided via this system and through the MyUni Grade Centre.

Completion Checklist:

1. Identify a published research report
2. Conduct additional research needed to support understanding
3. Draft first version of report
4. Evaluate whether you have addressed all required questions
5. Revise if necessary to produce comprehensive answer
6. Consider writing quality and intended reader (revise is necessary)
7. Submit via TurnItIn on MyUni Assignments section
8. Look carefully at feedback on marked assignment before starting Assignment 3

Assignment C: Report on research 'state of the art' in a media industry

- Overall Course Value: 40%
- Workload: 1,750 words total (approximately 24 to 30 hours preparation and writing)
- Mode: Online via MyUni wiki and TurnItIn module
- Deadline for completion: Friday 21st June, 5pm

Rationale: This assignment leads on directly from the previous major written assignment in which you were required to evaluate an example of published media research. In this assignment we ask you to look more widely to analyse one area of the media industry as a whole to consider how it is being influenced by media research. The industry you will enter when you graduate may be rapidly changing because of the insights and opportunities that media research is revealing. Whether it is journalism, computer gaming, social media, advertising or television—to name only a small selection—you need to understand how and why your work might be transformed because of ground-breaking media research methods.

Instructions:

- First, think about where you see yourself heading in the future; what parts of the media industry have you set your sights on for a future career? You might have a number of possible career choices in mind, so we'll provide opportunities for discussion in class.
- Your task is to write an essay in response to the following questions:
 - How has research contributed to recent changes in the particular media industry you selected?
 - How is the research conducted in this industry changing to help solve the challenges that organisations active in this industry are currently facing?
- This assignment will obviously require you to conduct some extensive background research to BOTH familiarise yourself with the use of research in your chosen industry AND ensure you fully understand the current use of key methods in this industry. Your library research skills will again come to the fore during this research. Our final workshops will focus on development of this assignment and comprehensive information about assessment will be provided on MyUni, as well discussed in class.
- NOTE: This assignment is submitted via a TurnItIn module available in the Assignments section of MyUni. TurnItIn analyses use of source material and you can use this to check for possible problems with use of sources (i.e. plagiarism) and then revise if necessary. The system is set up to allow you to revise and resubmit your assignment if you identify problems using TurnItIn. FEEDBACK and your final mark for the assignment are also provided via this system and through the MyUni Grade Centre.
- FEEDBACK: Students will only receive limited feedback on this report via a standard assessment rubric UNLESS more extensive comments are requested. We are happy to provide additional comments if you wish to receive these, but it is your responsibility to state that you want to receive this in a note at the beginning of your essay.

Completion Checklist:

1. Identify a media industry as subject for assignment
 2. Ensure you fully understand questions and assessment requirements
 3. Review feedback on Assignment 1 (Tests) and 2 (Published Research Report)
 4. Conduct sufficient background research
 5. Draft first version of report
 6. Evaluate whether you have addressed all required questions
 7. Revise if necessary to produce comprehensive answer
 8. Consider writing quality and intended reader (revise is necessary)
 9. Submit via TurnItIn on MyUni Assignments section
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Assignment D: Participation Self-assessment

- Overall Course Value: 10%
- Workload: Based on work completed throughout the semester
- Mode: Self assessment
- Deadline for completion: Friday 21st June, 5pm

Rationale: Many, if not all, courses include some assessment of participation, but what are we actually assessing? And who is in the best position to make this assessment? Our philosophy in this course is that YOU are the best person to make these decisions! This also means that at the end of the semester you reflect on your own performance in the course and have an opportunity to learn from the things that you feel went right or wrong during the course. The ability to conduct critical self-analysis of performance is one of the most important skills expected of any graduate, especially in relation to their performance as a researcher.

Instructions:

- a. Workshop 1 will include discussion of exactly what counts as active and effective participation in this course. This will be used to generate an agreed list of TEN essential participation requirements.
- b. Students will submit their own evaluation of their participation against these criteria using the multiple-choice test, which will be created using these criteria.
- c. Students **must** make an honest evaluation of participation. Tutors will monitor each test and confirm the mark awarded for the self-assessment according to the following criteria:
 - Tutor **agrees** with student's self-evaluation and awards STUDENT'S OWN MARK;
 - Tutor **disagrees** with student's self-evaluation because it is **TOO LOW** but still awards STUDENT'S MARK;
 - Tutor **disagrees** with student's self-evaluation because it is **TOO HIGH** and awards MARK LOWER BY **DOUBLE** DIFFERENCE BETWEEN STUDENT'S OWN AND TUTOR'S EVALUATION
- d. A free text section is provided for students to make additional comments on their participation in the course should they wish to do so. No component of the mark is attached to this text.
- e. Students can complete the Participation test as many times as they want to with the mark obtained for the final test being the one that contributes to the overall course mark.
- f. **FEEDBACK:** If necessary, tutors will write a response to any free text comments you provide. Students who fail this assignment, either due to their own evaluation or an adjustment made due to tutor monitoring will re offered an opportunity to discuss course participation with the Course Coordinator at the end of the semester. All students may request an interview with the Course Coordinator at ANY point in the semester if they wish to discuss participation problems in confidence.

Completion Checklist:

1. Contribute to discussion of participation in first class
 2. Comment on draft participation criteria
 3. Complete participation self-assessment by due date
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SUBMISSION & FEEDBACK

Assignments are submitted via the online tests and TurnItIn modules available on the MyUni course site. Feedback is provided through rubrics, comments in assignment text and in class.

Course Grading

Grades for your performance in this course will be awarded in accordance with the following scheme:

M10 (Mark Scheme)

Grade	Mark	Description
FNS	0	Fail No Submission
F	1-49	Fail
P	50-64	Pass
C	65-74	Credit
D	75-84	Distinction
HD	85-100	High Distinction

Further details of the grades/results can be obtained from:

<http://www.adelaide.edu.au/student/exams/>. [Grade Descriptors](#) are available which provide a general guide to the standard of work that is expected at each grade level (see:

<http://www.adelaide.edu.au/policies/700/>). Assessment criteria will be provided on MyUni in the relevant Assignment section for each major assignment. Final results for this course will be made available through [Access Adelaide](https://access.adelaide.edu.au/sa/login.asp) (<https://access.adelaide.edu.au/sa/login.asp>)

NOTE: Students who achieve an overall course mark of between 45% and 49% overall (i.e. a Fail mark within 5% of a Pass mark of 50%) will be offered an opportunity to resubmit a revised version of Assignment 3 (see above). The deadline for resubmission will be one week from notification of the overall course mark. The maximum overall course mark possible following resubmission will be 50%.

Penalties for Late Submission of Written Assignments

Please give careful attention to the following rules regarding assignment submission:

1. Assignments that are submitted late without prior written permission for an extension will receive a penalty of 5% for every day or part of a day in the FIRST WEEK beyond the deadline that they are late.
2. Assignments submitted in the SECOND WEEK beyond the deadline will only be marked on a pass or fail basis.
3. Assignments submitted MORE than TWO WEEKS beyond the deadline will receive an automatic 0% mark.
4. Failure to submit a written assignment for this course will lead to an overall FAIL MARK for the course.

Extensions and Tutorial Non-attendance

All assignment extensions and permission to be excused from a workshop class must be made in writing (via email) to your Tutor or the Course Convenor. Requests for extensions for any assignment must be supported by the relevant documentation submitted at the earliest possible opportunity following the initial written request and relevant documentation (e.g. a doctor's letter) upon submission of the assignment. This permission must be sought before the deadline for assignments or the date of the relevant tutorial. Students should attempt to attend an alternative tutorial session if they are unable to attend their regular class. Students who do not follow these procedures will be refused an extension and their work marked according to the above schedule of penalties for late submission.

STUDENT FEEDBACK

The University places a high priority on approaches to learning and teaching that enhance the student experience. Feedback is sought from students in a variety of ways including on-going engagement with staff, the use of online discussion boards and the use of Student Experience of Learning and Teaching (SELT) surveys as well as CEQ surveys and Program reviews.

SELTs are an important source of information to inform individual teaching practice, decisions about teaching duties, and course and program curriculum design. They enable the University to assess how effectively its learning environments and teaching practices facilitate student engagement and learning outcomes. Under the current [SELT Policy \(http://www.adelaide.edu.au/policies/101/\)](http://www.adelaide.edu.au/policies/101/) course SELTs are mandated and must be conducted at least once every 2 years. Feedback on issues raised through course SELT surveys is made available to enrolled students through various resources (e.g. MyUni). In addition aggregated course SELT data can be found at: <http://www.adelaide.edu.au/clpd/selt/aggregates/>

In response to feedback provided last year we have made the following changes:

- Change to topic order and addition of extra topic on website/social media metrics
- Move to three, rather than 4 tests and change to final test weighting
- Small changes made to release of multiple-choice tests for Assignment 1
- Revision to Assignment 3 questions
- Change to Assignment 3 to remove assessed group element and presentation

We hope these changes will make this course even better than last year, but please provide your honest evaluation at the end of the course. We always pay careful attention to your evaluation and look for way to act on your advice and comments.

STUDENT SUPPORT

Academic Support	Maths, writing and speaking skills	http://www.adelaide.edu.au/clpd/students/
Counselling Service	Personal counselling for issues affecting study	http://www.adelaide.edu.au/counselling_centre/
International Student Care	Ongoing support	http://www.international.adelaide.edu.au/support/isc/
Student Care	Advocacy, confidential counselling, welfare support and advice	http://www.aau.org.au/site/page.cfm?u=69
Students with a Disability	Alternative academic arrangements	http://www.adelaide.edu.au/disability/
	Reasonable Adjustments to Teaching & Assessment for Students with a Disability Policy	http://www.adelaide.edu.au/policies/64/

POLICIES & GUIDELINES

This section contains links to relevant assessment-related policies and guidelines. All University Policies can be obtained from: <http://www.adelaide.edu.au/policies/>

Academic Honesty and Assessment Obligations for Coursework Students policy and Academic Dishonesty Procedures	http://www.adelaide.edu.au/policies/230/
Assessment for Coursework Programs	http://www.adelaide.edu.au/policies/700/
Copyright	http://www.adelaide.edu.au/policies/2643/
Modified Arrangements for Coursework Assessment	http://www.adelaide.edu.au/policies/3303/
Student Grievance Resolution Process	http://www.adelaide.edu.au/student/grievance/
Unsatisfactory Academic Progress by Coursework Students	http://www.adelaide.edu.au/policies/1803/