

Edubit assessment description

Critical media literacies and associated digital Skills (LiDA104)

Assessable Competency

This EduBit assesses your ability to

1. Develop critical media literacy skills and use multimodal communication to express outputs of learning effectively in a digital online environment.

Recommended resources

Introduction to media literacy

<https://oer.nz/medialiteracy>

Mass media

<https://oer.nz/massmedia>

Web literacy for fact-checking

<https://oer.nz/factchecking>

Create media

<https://oer.nz/createmedialiteracy>

(Applicants are required to submit evidence for each listed task)

Task 1	Performance Indicators <i>What I can do</i>	Evidence to demonstrate competence <i>Evidence to show I can do it</i>
<p>Analyse a press release from a critical media literacy perspective.</p>	<p>I can do the following:</p> <p>1.1 Define the concept of media literacy and what it means for my formal learning context.</p> <p>1.2 Analyse a recent press release for a business or topic area of interest.</p> <p>1.3 Prepare a summary report documenting my analysis and evaluation of the press release.</p>	<p>I have provided the following:</p> <p>1.1a A definition of media literacy (approximately 150 words) based on your reading of the literature and credible online resources (appropriately referenced using the APA style).</p> <p>1.1b A description of what media literacy means for your formal learning (maximum 100 words).</p> <p>1.2a A statement highlighting your reasons for selecting the particular news release for analysis (maximum 70 words).</p> <p>1.3a and 1.2b A report (400 to 450 words) summarising your analysis of a recent press release, which addresses the following questions:</p> <ul style="list-style-type: none"> ● Who created the message and how this is likely to influence the content of the message? ● Why was the message created, that is, what is the underlying purpose of the message? ● What creative techniques were used to gain the reader's attention? ● How might different audiences interpret the message? (Provide examples) ● What values and points of view are represented (or missing) from the message? <p>1.3b A concluding statement evaluating the press release. (Maximum 70 words).</p> <p>1.3c Incorporated hyperlinks and references, These must include :</p> <ul style="list-style-type: none"> ● Hyperlink to the press release ● Additional hyperlinks and supporting references from credible resources referenced using the APA style.

Task 2	Performance Indicators <i>What I can do</i>	Evidence to demonstrate competence <i>Evidence to show I can do it</i>
Investigate how the medium and publisher of a topical news item influences the message.	<p>I can do the following:</p> <p>2.1 Contrast and compare a topical news item published through different mediums.</p>	<p>I have provided the following:</p> <ul style="list-style-type: none"> ● 2.1 and 2.2 Presented a summary of my findings in the form of a short written report of approximately 400 - 450 words as per Task 2.1 and 2.2. ● 2.1a A list of the sources of a topical news item you selected. This must include each of the following media: <ul style="list-style-type: none"> ○ Broadcast television news or radio news (provide url link) ○ Hard copy newspaper (submit scanned copy or photograph of the report) ○ Online news report (provide url link) ○ A few social media references (e.g. url links to blog posts, Tweets, Facebook posts) ● 2.1b A succinct summary of your analysis derived from comparing and contrasting the reports from these different sources. This must include taking the following questions into account: <ul style="list-style-type: none"> ○ Does the reporting angle differ? Why? ○ Do the same issues recur consistently across the reports? Why? ● 2.1c A succinct summary of your analysis derived from reading laterally. This must include: <ul style="list-style-type: none"> ○ Who owns and controls the media source? ○ Determining the circulation / market penetration of the publisher. ○ Investigation of the digital footprint of the reporter / author ○ Who is the target audience of the publisher? ○ A review of public comments on the respective site. ● 2.1d An investigation into the social media coverage of the news item noting trends and themes. (Maximum 200 words)

	2.2 Reported on how the medium or publisher has influenced the message for a topical news item.	<ul style="list-style-type: none"> 2.2 A conclusion on how the medium or publisher have influenced the message with justifications from your analysis. (Maximum of 200 words).
Task 3	Performance Indicators <i>What I can do</i>	Evidence to demonstrate competence <i>Evidence to show I can do it</i>
Apply web-literacy skills for online fact-checking	<p>I can do the following:</p> <p>3.1 Apply online search strategies to select an issue of interest published online that is suitable for fact-checking.</p> <p>3.2 Apply strategies for online fact-checking published in Caulfield, M. A. (2017). Web Literacy for Student Fact-Checkers (https://webliteracy.pressbooks.com/).</p> <p>3.3 Report on my fact-checking findings.</p>	<p>I have provided the following:</p> <p>3.1 A demonstration of your online search skills by finding an online issue of interest (not published by the mainstream media) that is suitable for fact-checking. Describe the search approaches you used including reasons for your final selection (maximum 150 words). Good candidates for fact-checking include:</p> <ul style="list-style-type: none"> Stories that have gone viral (Your Facebook or Twitter feed is a good place to start.) Stories published in the blog sphere, i.e. outside the mainstream media. Stories claiming some “fact” in answering questions like: <ul style="list-style-type: none"> Do speed cameras reduce the crash rate? Is it better to go to university of college? Are e-cigarettes as harmful as smoking tobacco? Does red wine compound kill colon cancer? <p>3.2 and 3.3 A fact-checking report (approximately 350 - 400 words) demonstrating your application of the strategies for online fact-checking published in Caulfield, M. A. (2017), “Web Literacy for Student Fact-Checkers” . Your report must include:</p> <ul style="list-style-type: none"> Reference to the source providing a hyperlink to the online version. Use of the following subheadings for documenting your findings: <ul style="list-style-type: none"> Previous work; Going upstream; Reading laterally; Circling back (if required); Conclusion on the validity of the fact; and References using the APA style. (Consult APA style published by the University of Canterbury.)

Task 4	Performance Indicators <i>What I can do</i>	Evidence to demonstrate competence <i>Evidence to show I can do it</i>
Use multimodal communication to express outputs of learning effectively in a digital online environment.	<p>I can do the following:</p> <p>4.1 Demonstrate digital skills for creating media.</p> <p>4.2 Produce a multimedia presentation that incorporates audio plus a minimum of two additional modalities in a digital online format.</p> <p>4.3 Adhere to copyright requirements.</p>	<p>I have provided the following:</p> <p>4.1 - 4.3 A multimedia presentation you created on any topic that expresses the outputs of your learning or a resource to support learners studying a topic of your choice, for e.g: a multimedia presentation summarising the outputs of one of your assessment tasks or learning activities; or a learning resource to support a topic from the Learning in a Digital Age course to express outputs of learning.</p> <p>The multimedia presentation must include and meet the following requirements:</p> <ul style="list-style-type: none"> ● A maximum duration of duration of three (3) minutes. ● Conveys a logical structure, for e.g. introduction, body and conclusion. ● Incorporates an audio track you recorded plus a minimum of two (2) additional modalities (for example text, static images, animations, or video). ● Saved in a video file format and uploaded online (for example, Youtube, Vimeo, file hosting site etc.). This must include a link to a the transcript for the audio track in the description or alternatively embedded as closed captions. ● Adheres to copyright requirements. There must be no unauthorised audio, images or text not covered by copyright exemptions or open licenses. ● Embeds attributions (where appropriate) in the credits section. ● Optional: Applies an open content license for reuse of your creative work with attribution. (Outstanding presentations which are openly licensed will be referenced and used for future courses to support Learning in a Digital Age.) <p>(Please submit the url to a publicly accessible version of your blog post. Ensure that you have made your post public in the editing settings of your preferred blog software (unlisted or draft posts will not be visible to the public).</p>

		You can test the blog url link before submitting using your browser's private or incognito mode to ensure that the assessor can access the resources without login credentials. For more information consult incognito browsing published by Lifewire)
Task 5	Performance Indicators <i>What I can do</i>	Evidence to demonstrate competence <i>Evidence to show I can do it</i>
Assess your learning as a reflective digital online learner.	<p>I can do the following:</p> <p>4.1 Provide evidence of learning through self-evaluation.</p> <p>4.2 Demonstrate reflective learning skills.</p>	<p>I have provided a learning reflection based on my knowledge and experiences with <i>Digital citizenship</i>.</p> <p>Reflection must: Have a maximum word count of 400 words.</p> <p>4.1a Explain the connections between your experience (what you already knew) and what you have learned from <i>Critical media literacies</i>.</p> <p>4.1b Identify WHAT you have learned, and also HOW you have learned it.</p> <p>4.2 Reflection must include</p> <ul style="list-style-type: none"> ○ Description: What specifically happened during your learning journey. ○ Evaluation: What was “good” and “bad” about your experience? ○ Analysis: What did you learn from it? How do you feel about it now? Did it change you? How? ○ Conclusion: What alternatives did you consider at the time? What else might you have done? ○ Plan: What new knowledge or skills do you now have, and how will this expertise inform your future learning? What areas have you identified you need to undertake more learning in?

Assessment rubrics

Weighting table

Each task contributes to the calculation of the final grade according to the following proportional weightings.

Task	Weighting
Task 1: Analyse a press release from a critical media literacy perspective	15%
Task 2: Investigate how the medium and publisher of a topical news item influences the message	15%
Task 3: Apply web-literacy skills for online fact-checking	15%
Task 4: Use multimodal communication to express outputs of learning effectively in a digital online environment	40%
Task 5: Assess your learning as a reflective digital online learner	15%
Total	100%

Task 1: Analyse a press release from a critical media literacy perspective (Weighting: 15%).

	Achieved			Not achieved
	10 - 9	8-7	6-5	4-0
Prepare a report analysing a press release from a critical media literacy perspective.	The applicant produces a thorough analysis demonstrating that they have not read the press release at face value but can objectively justify, with examples, how the genre, authorship, intended purpose and points of view or	In addition to the requirements for 6-5, the applicant must: <ul style="list-style-type: none"> reference at least two creative techniques used to gain the reader's attention provide examples of how two different audiences 	The applicant must provide a hyperlink to the press release. The applicant provides an holistic definition of media literacy derived from the literature (appropriately referenced) that covers a minimum of three (3) relevant	The applicant has not used a press release used by journalists for preparing the report (for example based the report on a published news article in the mainstream media or a post in the blog sphere.) The report does not meet the minimum task

	values can influence the message. An exceptional report will identify values, perspectives or points of view that are missing in the message as verified by 3rd party evidence (i.e. consulting alternate but credible sources). The report references a minimum of 3 credible sources using the APA style to support assertions.	may interpret the message.	<p>literacies and identifies a relevant connection to what media literacy means for their learning in a digital age (approximately 150 words).</p> <p>The report (approximately 400 words) provides examples of how: the authorship, and the purpose of the press release, have influenced the message. The applicant provides a concluding statement with a valid evaluation of the press release based on the evidence presented.</p>	specification requirements for 6-5.
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Task 2: Investigate how the medium and publisher of a topical news item influences the message (Weighting: 15%).

	Achieved			Not achieved
	10 - 9	8-7	6-5	4-0
Prepare a report contrasting and comparing a topical news item published through different mediums	The applicant provides an exemplary, thorough and objective analysis including supporting evidence (and references) from investigating laterally beyond the primary news items selected for the analysis. In addition, the applicant has investigated social	The applicant must list and reference a minimum of four (4) different sources published through a minimum of three (3) different mainstream mediums. In addition to the requirements for 6-5, the report must: <ul style="list-style-type: none"> Identify themes which appear consistently 	The applicant submits a report (approximately 450 words) documenting the findings of an analysis of a topical news item published through different mediums. The report must: <ul style="list-style-type: none"> List and reference a minimum of three (3) different sources. 	The applicant does not produce a report that meets the minimum specified task requirements for 6-5.

	<p>media coverage of the news item noting trends and themes to inform the applicants evaluation of how the medium or publisher has influenced the message (or not influenced the message in the selected example.). The applicant has demonstrated an exceptional standard of critical media literacy.</p>	<p>across the reports providing reasons why this is the case.</p> <ul style="list-style-type: none"> • Provide reasons for any differences in the reporting angle. 	<ul style="list-style-type: none"> • Include sources from a minimum of two (2) different mainstream mediums (eg broadcast television or radio news, hard copy newspaper, online news report etc.) • Provide evidence of a comparison of the reporting from different sources providing examples of the similarities and/or differences in the reports • Provide an evaluation statement of how the medium or publisher has influenced the message (or not influenced the message in the selected example.) 	
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Task 3: Apply web-literacy skills for online fact-checking (Weighting: 15%).

	Achieved			Not achieved
	10 - 9	8-7	6-5	4-0
<p>Prepare a report documenting evidence of applying strategies for online fact-checking.</p>	<p>The applicant provides a thorough analysis of a suitable artefact for fact-checking and can clearly demonstrate competence in a wide range of web-literacy skills for online fact-checking. An exceptional report is demonstrated by disproving a plausible “fact” with compelling and original evidence not previously reported on any mainstream fact-checking site. The applicant must provide reasonable evidence to confirm that their discovery has not previously been reported, for example, sharing outputs from search results from a minimum of two (2) fact checking sites.</p>	<p>The applicant must document evidence of fact-checking for a minimum of three (3) strategies.</p> <p>In addition to the requirements for 6-5, the applicant must provide a statement on how their choice of artefact for fact-checking impacted on their findings for this task.</p>	<p>The applicant demonstrates online search skills and discernment in sourcing an online artefact suitable for fact-checking (e.g. a plausible “fact” that warrants further investigation to prove its validity) and describes their search strategies and reasons for the selection (maximum 150 words) .</p> <p>The applicant must document their findings from fact-checking (approximately 450 words) providing evidence for a minimum of two (2) strategies, for example previous work, going upstream, reading laterally to express a value judgement on the validity of the “fact”. The report must include hyperlinks to relevant sources providing online evidence of what your found.</p>	<p>The applicant does not produce a report that meets the minimum specified task requirements for 6-5.</p>

Task 4: Use multimodal communication to express outputs of learning effectively in a digital online environment (Weighting: 40%).

	Achieved			Not achieved
	10 - 9	8-7	6-5	4-0
Produce a multimodal video presentation to demonstrate proficiency to remix, create and distribute digital media online.	<p>In addition to the requirements for 8-7, the applicant has produced an exceptional multimodal presentation that:</p> <ul style="list-style-type: none"> • Is original and compelling to view. • Effectively utilises the strengths of the medium. • Provides a link to the transcript for the audio track in the description or alternatively embedded as closed captions. 	<p>In addition to the requirements for 6-5, the applicant's multimodal video must:</p> <ul style="list-style-type: none"> • Be less than 4 minutes • Demonstrate best practice for attribution of creative works legally reused and remixed within the video. • Convey a logical structure, for e.g. introduction, body and conclusion. • Illustrate acceptable presentation standards regarding legible text, layout composition and clear audio commensurate with an amateur video production using non-professional equipment. 	<p>The applicant must must upload a self-generated multimedia presentation saved and uploaded as a video file on a publicly accessible site (for example, Youtube, Vimeo, file hosting site etc.) on any topic that expresses the outputs of their learning or a resource to support learners studying a topic of their choice. The compiled video presentation must:</p> <ul style="list-style-type: none"> • Video is longer than 4 minutes • Incorporate a self-recorded audio track plus a minimum of two (2) additional modalities (for example text, static images, animations, or video inserts). • Adheres to copyright requirements, i.e. no unauthorised audio, images or text not covered by copyright 	<p>The applicant does not provide a valid url link to the video presentation or the applicant does not produce a multimodal video presentation that meets the minimum specified task requirements for 6-5. Blatant breach of copyright and / or plagiarism is detected in the video.</p>

			<p>exemptions or open licenses can be included in the video. (Please note that many online hosting sites have automated algorithms to detect unauthorised use of copyrighted media.)</p>	
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Task 5: Assess your learning as a reflective digital online learner (Weighting: 15%)

	Achieved			Not achieved
	10 - 9	8-7	6-5	4-0
Evaluate your learning as a reflective practitioner	In addition to the requirements for 8-7, the reflection submitted is exemplary, and incorporates planning for how the current learning experience will inform learning in the future.	The applicant clearly identifies <i>what</i> they have learned and <i>how</i> they have learned it with clear examples to illustrate connections between prior experience and new learning. The reflection is structured under relevant subheadings.	The applicant provides a short reflection illustrating examples of what they learned about digital literacies for online learning. The reflection provides adequate evidence of personal learning, that is, learning acquired through participation in this Edubit but does not establish appropriate connections between experience (what the learner already knew) and new learning and/or reflect on how	The applicant is unable to provide evidence of learning using reflective learning techniques. There is no connection between experience and new learning or the reflection does not relate to digital literacies for online learning.

			new knowledge or competencies were acquired. The reflection is not structured under appropriate subheadings.	
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