

Example assessment & marking criteria

Assessment type:	Scholarly book review
Subject:	<p>INF530 Concepts and Practices for a Digital Age</p> <p>This subject sets the foundations of connected learning within new information environments created by the social and technological changes of the digital age. By focussing on connectivity, communication, collaboration and convergence, the subject addresses the challenges, opportunities and emerging possibilities for learning and teaching in information-rich participatory environments. Trends in knowledge construction, participation and social networks will be explored, including information futures and digital convergence. The subject introduces education informatics and the scholarship of digital teaching, and models connected learning through group discourse and collaborative inquiry in digital environments, including the reflective and participatory experiences employed throughout the course.</p>
Subject learning outcomes:	<ul style="list-style-type: none"> • be able to understand the evolution of the web that has led to information and knowledge sharing; cloud computing; digital repositories and digital connectedness; • be able to identify and critique how current and emerging trends in the creation, circulation and communication of information and knowledge build connected learning; • be able to discuss the connections between transliteracy, information fluency and digital proficiency; • be able to demonstrate an understanding of how mobile and 'geo-social' relationships of learners, homes, communities, non-formal learning spaces, regions and the globalised economy influence learning; • be able to explore and respond creatively to the principles of connected learning as teacher and learner, including collaboratively guiding, constructing and assessing the work of peers; • be able to demonstrate an understanding of the importance and impact of connected learning as drivers to re-imagine learning in schools for a networked world; and • be able to examine education informatics from the disciplines of education, information science and information technology.
Assessment task:	4. Scholarly book review
Value& length:	40%, 1500 words
Task description:	Write a scholarly book review, which presents a critique of the work in the context of current and emerging trends in information and knowledge environments created by the social and technological changes of the digital age, and in

	<p>relation to learning and teaching.</p> <p>Identify questions or issues that are important and which have implications for current practice and/or for your professional goals.</p> <p>Choose a book from the INF530 Collection List provided to students.</p>
<p>Rationale:</p>	<p>Many critically acclaimed books are published that address topics related to digital information environments and knowledge networks; creative cultures and use of technology; and futurist perspectives on learning in a digital world. However, regardless of popularity or publicity, educators need to be able to evaluate these publications from a scholarly point of view.</p> <p>Sometimes there is a lot of media publicity about a book. Sometimes there are a good number of scholarly reviews available in the professional literature. At other times it is difficult to locate scholarly criticism about a work, which has only recently been published, or which has become popularised in the media.</p> <p>A scholarly book review is a critical assessment of a book. It can take a substantial amount of time for critical scholarship to emerge about a book. Likewise, as scholars read and digest the content of a publication, divergent views can emerge, and research can be questioned, or new areas of investigation can appear. Therefore the knowledge and skills underpinning a scholarly book review are more important than ever in the dynamic information environments of today.</p> <p>Critical reviews can be positive or negative, based on your assessment of the book. A scholarly book review is not a book report. Reports discuss content, while reviews evaluate the book's strengths, weaknesses and validity through explanation, interpretation and analysis.</p> <p>The Scholarly Book Review assessment task is designed to assess learning objectives 1, 2, 3 and aspects of 6. It is designed to provide students with opportunities to:</p> <ul style="list-style-type: none"> • refine their own search skills and explore the academic and professional literature; • develop understanding of concepts and practices in a digital age, the foundation of connected learning within new information environments including influence and impact on education; • develop critical analysis and thinking skills and writing skills commensurate with postgraduate level of study. <p>Written assignments provide the opportunity to demonstrate critical thinking; creativity; the ability to address relevant topics and issues; and demonstrate the knowledge and ability to analyse and integrate knowledge in relation to the subject readings, research and class discussions. Written assignments will be evaluated according to</p>

	<p>marking criteria; the qualities of effective writing; clarity, development, analysis, structure, style, grammar, and punctuation.</p> <p>Students will be allocated a rating High Distinction to Pass/Fail as to how well you have addressed each criteria for:</p> <ul style="list-style-type: none"> • Organisation: Application of an organisation framework for a scholarly review. • Comprehension and analysis: Evidence of knowledge of principles and practices in the context of current and emerging trends in information and knowledge environments. • Synthesis: Evidence of synthesis of ideas that apply to and are derived from engagement with the field of inquiry to demonstrate understanding. • Written communication and presentation: Written communication is scholarly in tone and purpose, and conforms to scholarly writing requirements including application of APA referencing style.
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Marking criteria & standards of performance

Developed by Judy O'Connell

Criteria	HD (85-100%)	D (75-84%)	C (65-74%)	P (50-64%)	FL (0-49%)
<p>Organisation: Application of an organisation framework for a scholarly review</p> <p>10 marks</p>	<p>The review begins with a clear statement that identifies the correct bibliographic details of the book. The body introduces and explains criteria for the critical review that can be used for a critical review of themes and/or issues raised by the book, and which can be supported with details and examples from the work, literature and media. The conclusion leaves the reader with a memorable final point or provides a strong impression of the writer's critical impression and opinion of the book.</p>	<p>The review begins with a clear statement that identifies the correct bibliographic details of the book. The body introduces and explains criteria for the critical review, with are connected to the themes and/or issues in the book. The conclusion provides a concise and focused review of the content and value of the book.</p>	<p>The review begins with a clear statement that identifies the book by title and author and indicates a critical position on some aspect of the work. The body gives the criteria for a critical review with support from ideas presented in the book. The conclusion brings the review to an appropriate close.</p>	<p>The review begins by identifying the book, but does not clearly indicate a critical position on the aspect of the work being reviewed. The body gives only partial or confusing criteria for critical review with limited connection to the ideas presented in the book. The conclusion may be weak, repetitive or missing.</p>	<p>The review fails to provide the correct details of the book. The body does not develop a critical position. No organisational plan is evident.</p>

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<p>Comprehension and analysis: Evidence of knowledge of principles and practices in the context of current and emerging trends in information and knowledge environments</p> <p>10 marks</p>	<p>Draws from the literature beyond the subject material, demonstrating sophisticated critical research of ideas and principles beyond those introduced in the subject modules. Main themes are clearly and concisely described and analysed in a way that expresses an understanding of the context and purpose of the book. Connections to historical, current and future trends, events and/or debates are clearly articulated and juxtaposed in a sophisticated critical analysis of the book. Evaluation provides a connected interpretation, linking all aspects to the topic with insight. Accurate comparative and interpretive approaches provide complex analysis of the importance of the book.</p>	<p>Draws from the literature beyond the subject modules, being able to conceptualise understanding and justification through interconnections made in the ideas explored. Evidence of understanding of current and future trends is demonstrated by succinct details highlighting key points and themes drawn from reading the book. Evaluation shows evidence of reasoned judgment and accurate, comparative and interpretive approaches in analysis of the book.</p>	<p>Draws from the literature beyond the subject modules to support conceptualisation of ideas. While a sound level of research may be undertaken, comments about the theme/s or issues presented in the book may be descriptive rather than evaluative. Includes limited but accurate, comparative and interpretive approaches, and limited questioning, and evaluation of theme/s or issues presented in the book.</p>	<p>Draws from subject readings. Evidence of understanding is limited to accurate but descriptive summaries and review of popular ideas. Evidence of analysis and evaluation at the superficial level with little evidence of interpretive or comparative approaches.</p>	<p>No evidence of research in the course literature and understanding is poor or inaccurate.</p>
<p>Synthesis: Evidence of synthesis of ideas that apply to and are derived from engagement with the field of inquiry to demonstrate understanding</p> <p>10 marks</p>	<p>Clearly and concisely synthesises and expands on the main theme and core points of the book. Ideas are skillfully integrated into a discussion of the extent of contribution to existing knowledge and understanding, and the relationship/s to education. Through sophisticated analysis and synthesis the purpose of evaluating the</p>	<p>Shows a deep level of thinking to synthesise major points and issues, and how they contribute to the critical discussion of the book's themes or issues. Argument or viewpoint presented is clearly demonstrated through multiple linkages and analysis of contributing ideas and relationship/s drawn from scholarly resources and appropriately identified</p>	<p>Clearly and concisely describes the main theme and core points of the book in order to explore several interesting and interrelated connections in trends, events or concepts. There are several examples of linking ideas and themes through well-articulated discussion from a good range of scholarly and other relevant sources.</p>	<p>Descriptive narrative of the book, with supporting discussion using ideas and principles introduced in the modules and contextualised into the education. Use of scholarly conventions reflects an adequate level of research.</p>	<p>Descriptive narrative and includes frequent unsupported facts and opinions. Use of scholarly conventions reflects a minimal level of research.</p>

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	work is achieved, thereby deepening the understanding of the work. The review demonstrates a substantial amount of research of professional literature, with a sophisticated understanding of scholarly resources, as well as the relevance of news and media information websites.	media resources.			
Written communication and presentation: Written communication is scholarly in tone and purpose, and conforms to scholarly writing requirements including application of APA6 referencing style 10 marks	The tone and style is exemplary, and is appropriate to the content of the scholarly review. Free of APA and typographical errors. Appropriate referencing and in-text citation is used.	The tone and style is exemplary, and is appropriate to the content of the scholarly review. Free of APA and typographical errors. Appropriate referencing and in-text citation is used.	The writing style is competent, and free of awkward structures or phrasing, with infrequent APA & typographical errors.	Structures may make it difficult to read, but it adequately communicates information. May have APA & typographical errors.	The writing is poor and unclear with frequent errors of grammar & APA style. Does not conform to the writing guidelines.