

32144

Technology Research Preparation

Submission Details	
Type:	Individual Report
Weighting:	45%
Date Due:	Week 7 Assessment Task 2: due on Friday, 20 September at 11:59 pm.
Length:	3000-4000 words - not including TOC, ReferenceList, or Appendix
Style Format:	12pt, Times New Roman, single space, single-sided
File Format:	Word Document or PDF file File name: Task2_StudentSurname_Tutnumber_TutorName.docx
Submission:	to Canvas/Assessments

Assessment Task 2: Literature-Based Report

Aim and Intent

To establish search skills and the ability to evaluate the appropriateness of the articles chosen. To develop the skills of critical analysis and synthesis, as well as direct and indirect citation, referencing, and writing a complete report.

This assessment task addresses the following Subject Learning Objectives (SLOs): 1, 2, 3, and 4. It also contributes to developing the following Course Intended Learning Outcomes (CILOs): A.1, B.1, C.1, and E. **NB:** Please refer to Subject Outline for SLO and CILO descriptors.

Task Description

Task 2 allows students to **source existing academic and industry literature** on their chosen research topic and **begin writing** about it in an **organised and logical way**. The task is intended to provide students with the **necessary background** to develop their Project Proposal (Task 3).

The assignment will be a report synthesising information from at least ten high-quality texts you have **sourced, critically evaluated and analysed**. Students should **select texts from both industry and academic sources**, including:

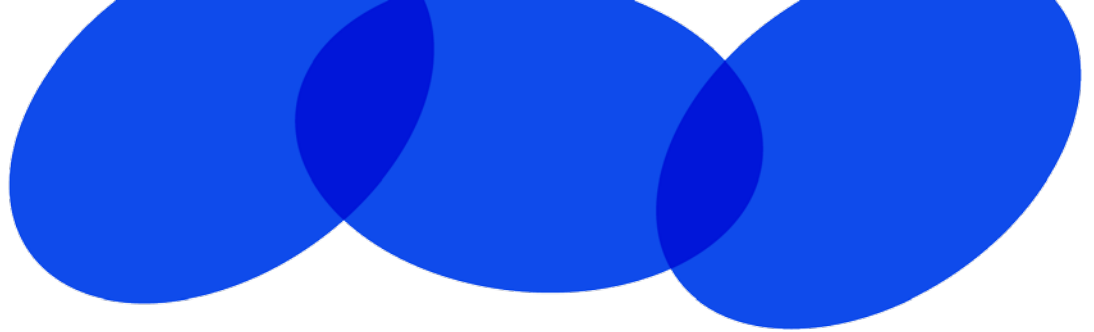
- Online scholarly databases (e.g., [ProQuest Central](#), [Google Scholar](#), [Scopus \(Elsevier\)](#) [Web of Science](#), and [Discovery \(EBSCO\)](#)) containing journal articles and conference papers.
- Online industry report databases (e.g., [Gartner.com](#), [IBIS Industry World Reports](#)) provide research and analysis about the global information technology industry and industry profiles, supply chains, main activities, leading companies, market overviews, consumers, forecasts, etc.
- Academic books and book chapters are also welcome.

The task is designed to develop and assess **your ability to evaluate the quality** of academic and industry articles, their **suitability** for the context in which you are researching (e.g., IT industry or educational context), and **your ability to synthesise the literature** sourced in a logical and critical evaluation of related research.

You will develop and demonstrate your writing skills – **paraphrasing, synthesising, structuring a logical organisation of ideas, critical analysis, proofreading and editing** – using your own words as far as possible and correctly citing all work drawn from other writers, whether paraphrased or quoted directly.

Additionally, you must show your ability to create a reference list and **mastery of direct and indirect citations**. Students may complete their reference lists using bibliographic software such as EndNote.

NB: Using bibliographic software such as Endnote and Zotero is optional.



Report Sections

The Report should consist of the following sections:

- 1) *Title Page, Table of Contents, List of Figures and Tables* (if relevant), each beginning on a separate page
- 2) *Introduction* to the topic, establish the objectives and significance of your report, provide an overview of the relevant domains of research literature, establish a context for your review, identify knowledge gaps, and illustrate how your information will advance knowledge on the topic.
- 3) *Critical Evaluation of two Sources*: using two (2) of your articles, students should provide an evaluation of each article's suitability to your research according to the following criteria: Relevance, Reliability, Accuracy, Potential for Bias, Timeliness and Completeness (refer to Week 4).
- 4) *Literature Review*: present your viewpoint on the topic with support from the literature. This section should be organised into sub-sections with appropriate headings and demonstrate a logical progression of ideas in structure and the links between subsections.
- 5) *Conclusion/ Discussion*: summarise key findings or insights from your evaluation of related literature and describe their implications for future research.
- 6) *Reference List*: should include all articles and other sources in the report.
- 7) *Appendix*: include **three (3) screenshots of the first page** of your (most relevant) search results from three (3) different databases/ sources that you have used to identify related literature. The three (3) screenshots should include at least one of your reference list articles.

NB: At least one (1) of the screenshots should be from an **industry source** (e.g., reports from government, NGOs, industry, or market research companies; ICT industry or business magazines and journals; white papers); and at least one (1) from academic journal databases accessible from the UTS Library website.

Submission Instructions

Assessment Task 2 is an [Individual submission](#).

- 1) *File name*: The file name should use the naming convention:
 - Task2_StudentName_TutorName_Tutorial number.docx OR pdf
- 2) *Dropbox*: Assignments should be submitted through [UTS Canvas](#)

Canvas -> 32144 TRP -> Assignments -> Assessment Task 2 Literature Report (folder)

NB: Submitting to both the Dropbox and tutors is the responsibility of each student. Please send the Literature Report to tutors to avoid a 10% penalty.

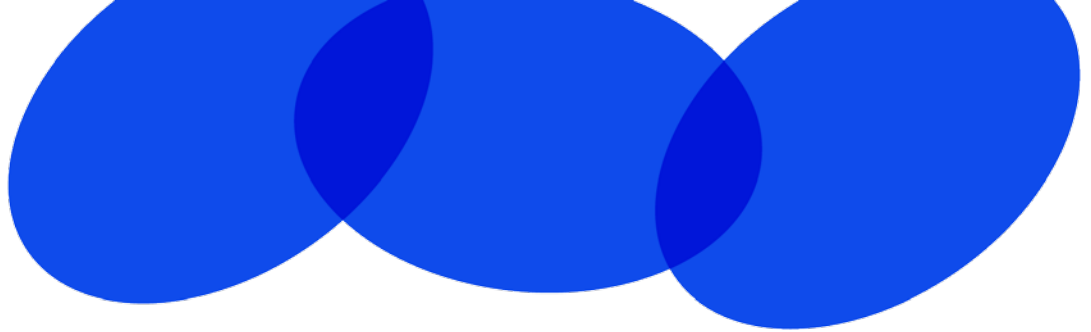
Marking Criteria

Task 2 is marked out of 100pts, weighing 45%. Reports are assessed according to six marking criteria, including the quality and completeness of the: (1) Introduction – 20pts, (2) Critical Evaluation 15pts, (3) Literature Review 20pts, (4) Conclusion/ Discussion 15pts, (5) Organisation and Presentation 15pts, and (6) Citation & Referencing 15pts. Details of the six marking criteria are contained in the assessment rubric below.

Criteria	Ratings				
	MASTERY 20 to >18.0 pts	PROFICIENT 17 to >12.0 pts	DEVELOPING 11 to >8.0 pts	BEGINNING 7 to >0.0 pts	Pts
INTRODUCTION Presents the problem, sets up the field, and states the student's point of view; Clearly stated and well-written aims, objectives and significance of the knowledge contribution of the review; Orients the reader to the report by providing an overview.	Superior statement of the research problem. States aim of research and communicates importance of topic. States main findings. Brief but complete overview of report organisation.	Clear statement of the research problem. States aim of research and mentions importance of topic. States main findings. Incomplete overview of report organisation.	Vague or unclear statement of the research problem. States aim of research. States main findings. Incomplete overview of report organisation.	Vague or unclear statement of the research problem. Vague or missing aim of research statement. States some findings. Incomplete or missing overview of report organisation.	20 pts
Criteria	Ratings				
	MASTERY 15 to >12.0 pts	PROFICIENT 12 to >8.0 pts	DEVELOPING 8 to >3.0 pts	BEGINNING 3 to >0.0 pts	Pts
CRITICAL EVALUATION Critical evaluation process that sets out an appropriate logic and consistent method; Ability to search sources appropriate to the topic to locate relevant, high-quality articles; Ability to evaluate whether the articles are appropriate to the research, applying evaluation criteria.	Critical, clear and logical evaluation process in support of the research topic and objectives. Justifies & defines appropriate critical evaluation methods. Describes structured search activities and locates two relevant high-quality sources. Application of evaluation criteria is consistent and logical across the two sources.	Justifies & defines appropriate critical evaluation process for the topic. Some appropriate evaluation methods and criteria. Defines search activities breakdown and locates two relevant sources. Some evaluation criteria mentioned in relation to one or both texts.	Some critical evaluation process and methods described in support of the topic. Justifies some aspects of the research question or objectives. Mentions search activities and locates sources with some relevance. Vague on how evaluation criteria were applied consistently to each source.	Some critical evaluation process for topic, but some unjustified or irrelevant evaluation methods. Incomplete search activities breakdown and justification for the relevance and/or quality of the articles sourced is lacking. Vague on how evaluation criteria were applied to each source in a logical and consistent manner.	15 pts
Criteria	Ratings				
	MASTERY 20 to >18.0 pts	PROFICIENT 17 to >12.0 pts	DEVELOPING 11 to >8.0 pts	BEGINNING 7 to >0.0 pts	Pts
LITERATURE REVIEW Coherent syntheses of literature; Ability to critically analyse the literature; Logical progression of ideas from one section to another and within each section, including good paragraphing; Ability to paraphrase and avoid overdependence on direct quotation.	Critically reviews existing work, synthesizes relevant research areas and opposing views. Clearly links the research question, aims and objectives to the research gaps identified by the review.	Reviews existing work & synthesizes relevant research areas. Clearly links the research problem and objectives to the research gaps identified in the review.	Reviews existing work & identifies some research areas. Some linkage between the research question/ objectives and the research gaps identified in the review.	Descriptive or narrative review of existing work, unclear or vague research areas. Missing linkage between the research problem and objectives to the research gaps (or no gaps articulated) by the review.	20 pts

Criteria	Ratings				
	MASTERY 15 to >12.0 pts	PROFICIENT 12 to >8.0 pts	DEVELOPING 8 to >3.0 pts	BEGINNING 3 to >0.0 pts	Pts
CONCLUSION / DISCUSSION Ability to make a convincing argument in the concluding discussion; Ability to fully justify the concluding argument based on the analysis and synthesis of the literature presented in the Literature Review.	Superior conclusions / discussion linking all components into a coherent, logically flowing summary. Refers to research problems and significance.	Clear conclusion / discussion linking all components but missing a logical or compelling flow or argument. Some reference to research problems or significance.	Conclusions/ discussion links all components but missing a logical or compelling flow or argument. Vague references to research problems or significance.	Conclusion/ discussion does not link all components clearly. Missing references to research problem or significance.	15 pts
ORGANISATION & PRESENTATION Self-explanatory title; Table of Contents; Logical organisation following a coherent report structure, including appropriate use of sections and headings/ subsections and sub-headings; Correct grammar, spelling and English expression.	Complete and professionally presented literature-based report with all required sections. Excellent grammar, spelling, and layout. Introduction and conclusion are succinct and complete with findings and/or recommendations derived from the critical evaluation methods applied and insights & gaps identified in the literature review. Contains complete reference list.	Complete literature-based report with all required sections. Good grammar and spelling with minor mistakes. Introduction and conclusions are succinct and complete with some findings and/or recommendations come from the insights/ gaps identified in the literature review. Reference list is complete.	Literature-based report mostly complete with all required sections. Minor grammar or spelling mistakes. Introduction and concluding sections are succinct and mostly complete. Might be missing findings/ recommendations from the review. Reference List is complete or partially complete.	Missing sections or poorly presented proposal. Poor grammar and spelling. Introduction and Conclusion are incomplete or incoherent. Incomplete or missing reference list.	15 pts
CITATION & REFERENCING Correct in-text citations in UTS APA referencing style; Reference List conforms to UTS APA referencing style and is complete and accurate.	Cites relevant information accurately in APA format. Reference list fully conforms with APA format and is contained within a dedicated Reference section of the report.	Mostly cites information accurately in APA format throughout the main body of the text. Contains complete Reference List in APA format that is largely error-free and/or does not contain missing references.	Cites only some information in APA format in the main body of the text. Reference List is in APA format but contains a number of omissions or has non-cited references present.	In-text citation is poor or uses incorrect formatting throughout the main body of the text. Incomplete and inaccurate APA format used in Reference List, and or contains missing references.	15 pts

Grading Bands	
High Distinction (85-100%)	<ul style="list-style-type: none"> An outstanding literature-based report that provides the reader with a comprehensive and insightful understanding of the topic and the significance of the research contribution. The report masters all criteria set out in 'Academic Rigour, & Robustness', and in 'Written Communication'. The literature-based report resembles a highly professional critical review for an engineering R&D or an academic research project. Definition of the problem domain is focused and clear. An up-to-date and appropriate critical evaluation process is presented and supported by wide range of literature. The suitability of the chosen texts and their (social/ economic/ ethical/ technical/ environmental) consequences are critically analysed and discussed. The report demonstrates an excellent synthesis of the literature and a highly convincing argument, which has been fully justified throughout the report in a clear and continuous manner. The report therefore has a consistent thread woven throughout each section of the report (Introduction, Critical Evaluation, Literature Review and Conclusion), and presented in logical progression of ideas. Language use is error free and of a high degree of professional accuracy. The report is extremely well presented and organised. The report is accurately referenced throughout.



Grading Bands	
Distinction (75-84%)	<ul style="list-style-type: none"> A superior literature-based report that provides the reader with a solid understanding of the topic and the significance of its contribution to knowledge. The report is proficient in most of the criteria set out in 'Academic Rigour, & Robustness', and in 'Written Communication'. The report resembles a professional literature-based report for an engineering R&D or an academic research project. Definition of the problem is focused and clear. The suitability of the selected texts under review and their (social/ economic/ ethical/ technical/ environmental) consequences are critically discussed. An appropriate critical evaluation process is presented and supported by sufficient literature. The report demonstrates proficient rationality and argument, but which is only partially justified. Some inconsistencies and gaps in the evidence and arguments that thread the four sections of the report (Introduction, Literature Review and Conclusion) are evident. The progression of ideas presented is mostly logical however, some holes exist in the analysis and synthesis of the literature. Language use is largely error free and there exists a good degree of professional accuracy. The report is well presented and organised. Accurately referenced throughout with minor or occasional lapses.
Credit (65-74%)	<ul style="list-style-type: none"> The literature-based report provides the reader with a satisfactory understanding of the topic and the themes that it addresses. The significance of the research contribution is less clear. The report demonstrates developing skills in the criteria set out in 'Academic Rigour, & Robustness', and in 'Written Communication'. Definition of the problem is somewhat clear. The suitability of the selected texts under review and their (social/ economic/ ethical/ technical/ environmental) impacts are presented but lack critical discussion. The critical evaluation process presented is also lacking in terms of a convincing justification of the appropriateness of the literature. The report demonstrates some rationality and argument, presenting a limited justification, as evidenced by a rudimentary thread that spans all four sections of the report (Introduction, Literature Review and Conclusion). Gaps in the progression of the ideas presented throughout sections of the report are evident. Language use is comprehensible and mostly professional with some lapses in formality or accuracy. The report is mostly well presented and organised with some areas for improvement. There is limited or inaccurate referencing in places.
Pass (50-64%)	<ul style="list-style-type: none"> The literature-based report provides the reader with a brief or confused understanding of the research topic. The significance of the research contribution is also unclear. The report demonstrates developing skills in the criteria set out in 'Academic Rigour, & Robustness', and in 'Written Communication'. Definition of the problem is mostly clear. The suitability of the selected texts under review and their (social/ economic/ ethical/ technical/ environmental) impacts are discussed. An appropriate critical evaluation process is presented but is only supported by limited literature or literature that is not up-to-date. The report demonstrates limited rationality and argument, and their justification is largely absent, as evidenced by inconsistencies in the content and a lack of a thread that spans all four sections of the report (Introduction, Literature Review and Conclusion). Significant gaps in the progression of the ideas presented throughout sections of the report are evident. Language use is comprehensible and mostly professional with some lapses in formality or accuracy. Writing style in places may lead to vagueness of understanding for the reader. The report is presented and organised with some areas needing improvement. There is limited or inaccurate referencing in places. Referencing might also be absent.
Not Passed (0-49%)	<ul style="list-style-type: none"> The literature-based report has not demonstrated the level required for a pass. To receive a pass grade, the report needs to be improved as advised in feedback.