DGTL12007 *Digital Communications Management*

Term 2 - 2020

Profile information current as at 12/10/2024 05:06 pm

All details in this unit profile for DGTL12007 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student).The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

Digital media has dramatically affected and expanded the ways in which we communicate. This unit provides a theoretical and applied understanding of digital communications, including web, social and mobile technologies. You will evaluate a range of digital communications platforms and strategies, and critically examine key social, economic, ethical and regulatory issues. Through a combination of theory and practice, you will develop essential skills for communicators in the digital age, and identify emerging trends and innovations.

Details

Career Level: *Undergraduate*
Unit Level: *Level 2*
Credit Points: *6*
Student Contribution Band: *10*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

Prerequisite: Minimum of 36 credit points
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the Assessment Policy and Procedure (Higher Education Coursework).

Offerings For Term 2 - 2020

- Brisbane
- Bundaberg
- Mackay
- Online
- Rockhampton
- Sydney

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses
Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses
Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Practical and Written Assessment**
Weighting: 15%
2. **Practical and Written Assessment**
Weighting: 45%
3. **Practical and Written Assessment**
Weighting: 40%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student evaluation; unit academic reviewer.

Feedback

The marking criteria for assessment item 2 are insufficient to effectively guide a student.

Recommendation

Review and update the criteria for assesment item 2.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. explain and evaluate digital communications platforms and strategies that are presently used by individuals and organisations
2. develop and reinforce essential skills for communicators in the digital age, including the creation and consumption of digital media via web, social and mobile technologies
3. critically examine key social, economic, ethical and regulatory issues associated with digital communications.

Not applicable

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level · Introductory Level · Intermediate Level · Graduate Level · Professional Level · Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Practical and Written Assessment - 15%	•	•	•
2 - Practical and Written Assessment - 45%	•	•	•
3 - Practical and Written Assessment - 40%	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Communication	•	•	•
2 - Problem Solving	•	•	•
3 - Critical Thinking	•	•	•

Graduate Attributes	Learning Outcomes		
	1	2	3
4 - Information Literacy	•	•	•
5 - Team Work	•	•	•
6 - Information Technology Competence	•	•	•
7 - Cross Cultural Competence	•	•	•
8 - Ethical practice	•	•	•
9 - Social Innovation			
10 - Aboriginal and Torres Strait Islander Cultures			

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Practical and Written Assessment - 15%	•	•	•	•		•	•	•		
2 - Practical and Written Assessment - 45%	•	•	•	•	•	•	•	•		
3 - Practical and Written Assessment - 40%	•	•	•	•	•	•	•	•		

Textbooks and Resources

Textbooks

DGTL12007

Prescribed

Digital and social media marketing a results-driven approach
(2016)
Authors: Aleksej Heinze, Gordon Fletcher, Tahir Rashid and Ana Cruz
Routledge
London and New York , England and USA
ISBN: ISBN 9781138917910 (pbk) 9781315688763 (ebk)
Binding: eBook

Additional Textbook Information
The text is available from the CQUniversity library as an e-Book
https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_gbv1023944510
However, access limits do apply. If you prefer your own copy, you can purchase at the CQUni Bookshop here: http://bookshop.cqu.edu.au (search on the Unit code).

View textbooks at the CQUniversity Bookshop

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Access to desktop digital audiovisual recording equipment (mic and webcam) and editing software

Referencing Style

All submissions for this unit must use the referencing style: Harvard (author-date)
For further information, see the Assessment Tasks.

Teaching Contacts

Ashley Holmes Unit Coordinator
a.holmes@cqu.edu.au

Schedule

Week 1 - 13 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic

Welcome. Introduction to the unit **Digital communications management in context** Key concepts: Digital Self; iGeneration; Global Digitalization; Networked Influence.	**Chapter 0** 'A visual introduction to digital and social media marketing', (Gordan Fletcher), in *Digital and social media marketing: A results-driven approach*, A. Heinze, G. Fletcher, T. Rashid and A. Cruz, Eds., Routledge, New York, 2017. Sections: 0.3 The Buyer Persona Spring and action-based learning 0.4 The Buyer Persona Spring. Refer also to additional resources via Moodle.	**Assessment exercise:** Preliminary reviews of the affordances of popular social network platforms: Facebook, YouTube, Twitter, Instagram, LinkedIn.

Week 2 - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Connectivity and human interactivity Key concepts: Digital Ecosystems; Swarm Intelligence; New Media; Internet Geographies.	**Chapter 9** 'Content marketing' (Sophie Iredal, Aleksej Heinze and Martin J Williams). Sections: from 9.1 up to and including 9.6. Refer also to additional resources via Moodle.	**Assessment exercises:** 2.1 Compare four website building services that offer a free subscription option; 2.2 Set up your professional blog website.

Week 3 - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Technological innovations in digital communications Key concepts: Big Data; Linked Data; Open Source; Cloud Computing; Web Analytics.	**Chapter 12** 'Measuring brand awareness, campaign evaluation and web analytics' (Alexander Christov, Verena Hausmann and Sue Williams). Sections: 12.4 Web analytics 12.5 Key performance indicators for small and medium enterprises when using Google Analytics. Refer also to additional resources via Moodle.	**Assessment exercise:** Transfer your completed Assessment Exercise tasks 1.1 and 2.1 across to your professional blog.

Week 4 - 03 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
The social media revolution Key concepts: Web 2.0 Technology; The social Web; Social Networking Dynamics; Social Capital.	**Chapter 8** 'Social media' (Alex Fenton and Ashley Jones). Sections: from 8.1 up to and including 8.5. Refer also to additional resources via Moodle.	**Assessment exercise:** Professional Blog post - What are the similarities with and differences between: 1) Facebook and WeChat; 2) Pinterest and Instagram; 3) Flickr and DeviantArt; 4) Vimeo and YouTube.

Week 5 - 10 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Life on the go - mobile technology and the rise of the App Key concepts: Mobile Cultures; Digital Mobility; Mobile Optimization; Digital Disruption; Mobile Marketing Expansion; Internet of Things; Wearable Technology.	**Chapter 11** 'Mobile marketing', (Bartlomiej Kurzyk, Tahir Rashid and Sayed Ali Hayder). Sections: from 11.1 up to and including 11.11. Refer also to additional resources via Moodle.	**Assessment exercises:** 5.1: Share an infographic on your professional blog. 5.2: Generate a QR code for your professional blog. **Create platform specific content for multiple social media sites** Due: Week 5 Friday (14 Aug 2020) 11:30 pm AEST

Vacation Week - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 24 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Digital communications strategies Key focus: How can individuals, businesses and organisations best harness the potential of digital communications?	**Chapter 6** 'Developing an effective digital presence' (Ana Cruz and Stelios Karatzas). Sections: from 6.1 up to and including 6.15. Refer also to additional resources via Moodle.	**Assessment exercise:** List common roles and tasks associated with position descriptions pertinent to digital communications management in your professional blog.

Week 7 - 31 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Marketing social networks Key concepts: Honeycomb Framework; Social Influence; Social Credibility; Social Media Streamlining.	**Chapter 8** 'Social media' (Alex Fenton and Ashley Jones). Sections: from 8.6 up to and including 8.11. Refer also to additional resources via Moodle.	**Assessment exercises:** 7.1: Complete the free ***Google Analytics for Beginners*** course at Google Academy and post your certificate to your professional blog. 7.2: Produce a 2-Minute podcast and embed it into your professional blog.

Week 8 - 07 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Doing business with digital communications Key Concepts: Digital relationships B2B, B2C, B2P	**Chapter 0** 'A visual introduction to digital and social media marketing' (Gordan Fletcher). Finish reading this chapter. **Chapter 7** 'Search engine optimisation: strategy implementation' (Aleksej Heinze), Sections: from 7.1 up to and including 7.7. Refer also to additional resources via Moodle.	**Assessment exercises:** 8.1: Identify the advantages of employing LinkedIn for maintaining business relationships. Post your evaluation to your professional blog. 8.2: Once you have an RSS Feed function activated for your professional blog, share your Exercise 7.2 podcast about 'Social Credibility' as an RSS Feed.

Week 9 - 14 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic

Digital communications evaluation - measuring success Key Concepts: Measurement Models, Impact Metrics, Audience Centricity; Return on Investment.	**Chapter 12** 'Measuring brand awareness, campaign evaluation and web analytics' (Alexander Christof and Verena Hausmann). Sections: from 12.6 up to and including 12.11 Refer also to additional resources via Moodle.	**Assessment exercise:** Using the digital communications evaluation template you designed in Learning activity 9.0, assess the effectiveness of the digital communications strategy of the entity you selected for analysis and evaluation. **Establish and develop a professional blog site** Due: Week 9 Monday (14 Sept 2020) 9:00 am AEST

Week 10 - 21 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Visual storytelling – digital presentations and online video Key Concepts: Visual Storytelling; Social Video and Audio; Video Marketing; Video for Engagement; Crowdfunding	**Note:** The following chapter is not from the prescribed text. It is available via the unit eReading List. **Chapter 9** 'Multimedia storytelling in strategic communications', Seth Gitner, in *Multimedia Storytelling for Digital Communicators in a Multiplatform World*, Taylor & Francis, New York, 2015. Refer also to additional resources via Moodle.	**Assessment exercises:** 10.1 Complete the evaluation and analysis of your entity's digital media communication practices. 10.2 Prepare a recorded presentation of your strategic recommendations.

Week 11 - 28 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Privacy and security in the digital age Key Concepts: Privacy and Security, Intellectual Property, Governance, Ethical Practice	**Note:** The following chapter is not from the prescribed text. It is available via the unit eReading List. **Chapter 3** 'Strategic design – developing a data informed social media campaign', in Carolyn Mae Kim, *Social media campaigns: strategies for public relations and marketing*, Taylor & Francis, New York, 2016. Read the section called **'Social media ethics**' on pages 78-87. Refer also to additional resources via Moodle.	**Assessment exercise:** Once you have recorded it, embed your MP4 formatted video into your professional blog. Also provide a URL link to your presentation in Assessment 3 submission section of your DGTL12007 Moodle site.

Week 12 - 05 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
Digital communications management – practice and profession - summary of topics covered in the unit; - general discussion on the opportunities and challenges for digital communications practitioners in the future.	No required reading this week.	**Present your evaluation of a digital communications management strategy** Due: Week 12 Wednesday (7 Oct 2020) 9:00 am AEST

Review/Exam Week - 12 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 19 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Create platform specific content for multiple social media sites

Assessment Type
Practical and Written Assessment

Task Description
Overview
The purpose of this assignment is to help you to think about how to craft online professional communications. It is about adapting content to meet the constraints and specifications of key social media platforms, keeping in mind typical audience expectations each social media 'genre', and best practices for engaging those audiences.
It is a content design challenge. You are to create a layout incorporating image(s) or video still, and text as appropriate, in the form of a pretend post called a 'mock-up' for each of the 5 social media platforms listed. Each graphic layout will look like a real post, but you are NOT required to actually post the message.
The task
Create platform-specific content mock-ups for five (5) popular social media sites, using current layout requirements and dimensions for each site. Those platforms are: Facebook, Instagram, LinkedIn, Pinterest and Twitter.
You will need to research online to find out what the current specifications are (there are some suggestions in Module 2). Tailor the content to suit the site's typical user demographics, your intended audience, and the site's current page layout requirements. If there is more than one kind of presentation specification for a platform, then choose one. In your introduction, state which you have chosen and why.
You may use Canva.com or other ready-made graphic design templates, or you can design your own if you are proficient with graphic design tools.
Topic and content for the posts
Choose one of your previous module discussions or exercise tasks or create a new story that you will share across multiple platforms, adapting it appropriately for each. There is no set word-count. It is up to you to decide what is suitable and the text may vary, especially where it is determined by a platform's specifications. Support your written information with an image (infographic, photo, video still), hashtags, and/or URL links. Be sure to make use of the affordances that each platform offers in your mock-ups. Once you have created each mock-up save it as a JPG image.
Presentation and submission
In Word insert a title page with the unit name and number, term of offer, assessment name, and your name and student number.
Provide an introduction. This can be an adaptation of your response to the assessment exercise week 1 (comparative review) as the introduction to your portfolio. Then insert the mock-up images. Number them sequentially including the name of the intended site.
Save the Word document to PDF. Upload the.pdf document to Moodle and submit.

Assessment Due Date
Week 5 Friday (14 Aug 2020) 11:30 pm AEST

Return Date to Students

Within approximately 14 days

Weighting
15%

Assessment Criteria
1/ Content adapted with one example created for each of the following specific platform media requirements in a recommended format and proportional dimension (as per Module 2 lesson resource):

- Facebook
- Instagram
- LinkedIn
- Pinterest
- Twitter

Up to 1 mark will be applied for each of the above (up to 5 marks for these criteria).
2/ Overall concept makes use of modular copy principle for multi-platform use:

- short sentences and short paragraphs
- arresting image or graphic creates interest and is easy to take in at a glance

- engages with a primary emotion
- has 'voice' appropriate for message and its target audience
- uses site-specific networking affordances (e.g. hash-tags, hyperlinks, tags, comments etc)

Up to 2 marks will be applied for each of the above (up to 10 marks for these criteria).
3/ The required introduction is an adaption for the week 1 blog post and so is marked as part of Assessment Item 2. However, if there is no introduction to this work provided as required, then 2 marks will be deducted from this assessment total.
Up to 15 marks altogether are available for this assessment item.

Referencing Style

- Harvard (author-date)

Submission
Online

Submission Instructions
Submission is via Moodle. The textual/graphical examples may be submitted as individual image files or compiled as images and texts into a word or pdf file. Audio visual files (if applicable) may be submitted but should be a maximum of 3Mb in file size. Up to 10 files may be submitted overall.

assessmentOutcome

- explain and evaluate digital communications platforms and strategies that are presently used by individuals and organisations
- develop and reinforce essential skills for communicators in the digital age, including the creation and consumption of digital media via web, social and mobile technologies
- critically examine key social, economic, ethical and regulatory issues associated with digital communications.

assessmentGradAttribute

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

2 Establish and develop a professional blog site

Assessment Type
Practical and Written Assessment

Task Description
Establish a professional online presence by setting up a personalised website using a free website building service.
Complete the compulsory digital communications tasks, identified as ‘Assessment exercises’ which are contained in the weekly unit modules; these are identified as ‘summative assessment components of Assessment 2 – Professional Blog Site’ (PBS). The website and its digital content will be professionally presented and submitted for assessment. The website building service you choose to deliver your assessment requirements will primarily function as a blogging platform.
The site must have the capacity to:

- post plain text, images, infographics and hyperlinks;
- share photos, external links, chat snippets etc.;
- host RSS feeds and HTML-based widgets;
- embed audio including music tracks and podcasts;
- embed videos which can be uploaded as ‘in-feed native videos’ or imported from websites such as YouTube, TedTalks or Vimeo;
- make use of its own analytics tools or have the capability of integrating another, for example Google Analytics.

Following is a list of the exercises. Refer to the weekly modules for details.

- Exercise Task 1.1: Preliminary reviews of the various digital tools available on specific popular social network sites: Facebook, Instagram, LinkedIn, Pinterest and Twitter. (>600 words)
- Exercise Task 2.1: Compare four website building products that offer a free subscription option, for example: Wordpress, Wix, Weebly, Tumblr, Blogger, Jimdo, Squarespace. Write a comparative summary. (>300 words)
- Exercise Task 2.2: Set up your professional blog web site (PBS)
- Exercise Task 3.1: Transfer your completed Assessment Exercise tasks 1.1 and 2.1 across to your PBS.
- Exercise Task 4.1: Further comparative reviews of specified social media and networking sites to be posted to your PBS. Refer to the Week 4 module. Post your comparative reviews and Illustrate your post with a Creative Commons image. The image is to be appropriately attributed according to creative commons copyright standards. (>350 words)
- Exercise Task 5.1: Share a specified infographic on your PBS.
- Exercise Task 5.2: Generate a QR code for your PBS.
- Exercise Task 6.1: Research and list the common roles and tasks associated with position descriptions pertinent to digital communications management on your PBS.
- Exercise Task 7.1: Post to your PBS evidence of your completion of the free Google Analytics for Beginners course.
- Exercise Task 7.2: Write a two-minute podcast script on the topic of 'Social Credibility'; produce an MP3 podcast and embed it into your PBS.
- Exercise Task 8.1: Evaluate LinkedIn and post evaluation to your PBS.
- Exercise Task 8.2: Create an RSS feed and share your Exercise 7.2 podcast as a news feed.

Assessment Due Date
Week 9 Monday (14 Sept 2020) 9:00 am AEST

Return Date to Students

Within approximately 14 days

Weighting
45%

Assessment Criteria

item	Task	Marks avail
1.1	Carry out preliminary reviews of the various digital tools available on Facebook, Instagram, LinkedIn and Twitter. (>600 words) Penalties – subtract 1 mark if task is not appropriately referenced.	5
2.1	Compare four website building services that offer a free subscription option. Write a comparative summary. (>300 words) Penalties – subtract 1 mark if task is not appropriately referenced.	3
4.1	What are the similarities with and differences in: 1) Facebook, and WeChat; 2) Pinterest and Instagram: 3) Flickr and DeviantArt: 4) Vimeo and YouTube. Post your comparative reviews; Illustrate your post with a Creative Commons image; and appropriately attribute according to creative commons copyright standards. (>350 words) Penalties – subtract 1 mark if task is not appropriately referenced.	Review 4 With image +1 Image attrib +1 Total 6
5.1	Share a specified infographic on your Professional Blog Site	0.5
5.2	Choose a QR generation tool to generate a QR code for your Professional Blog Site.	0.5
6.1	List the common roles and tasks associated with position descriptions pertinent to digital communications management. Post this list to your Professional Blog Site. Penalties – subtract 1 mark if task is not appropriately referenced.	5
7.1	Ensure you have completed the free Digital Analytics Fundamentals course at Google Academy and that you have received your Completion Certificate. Post a PDF copy of your certificate on your Professional Blog Site.	10

7.2	Produce a 2-minute MP3 podcast of the script you wrote for Learning activity 7.1 in which you explain social credibility and its importance for online communities. Embed the MP3 podcast into your Professional Blog Site. Include the transcript in your blog post. Penalties – subtract 1 mark if transcript not included; – subtract 1 mark if transcript is not appropriately referenced.	10
8.1	You have completed the online tutorial on setting up a LinkedIn account. Identify the advantages of employing LinkedIn for maintaining business relationships. Post your evaluation to your Professional Blog Site. Penalties – subtract 1 mark if task is not appropriately referenced.	3
8.2	Create an RSS feed on your Professional Blog Site and share your podcast on 'Social Credibility' (Exercise 7.2) as a newsfeed.	

No-attempt penalty: excluding 5.1, 5.2, and 8.2 - subtract 2 marks for each task not completed

Referencing Style

- Harvard (author-date)

Submission
Online

Submission Instructions
Submit the blog URL via DGTL12007 Moodle web site: Assessment item 2: Establish a professional blog site

assessmentOutcome

- explain and evaluate digital communications platforms and strategies that are presently used by individuals and organisations
- develop and reinforce essential skills for communicators in the digital age, including the creation and consumption of digital media via web, social and mobile technologies
- critically examine key social, economic, ethical and regulatory issues associated with digital communications.

assessmentGradAttribute

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

3 Present your evaluation of a digital communications management strategy

Assessment Type
Practical and Written Assessment

Task Description
Complete a detailed analysis of the 'digital footprint' of one of the entities listed below. Identify the digital communications strategy as evidenced by the entity's online presence. Evaluate the effectiveness of the digital communications strategy employed. Make commendations about the entity's successful practices and recommendations for improvement where applicable. Illustrate your observations with examples and explain your reasoning with reference to this unit's learning resources. Submit your analysis, evaluation, commendations and recommendations as a multimedia video presentation (6-8 minutes).

1. Select an entity from the list below (or you may choose an entity, but it must be approved by the Unit Coordinator):
    - Foodbank https://www.foodbank.org.au/
    - The Fred Hollows Foundationhttps://www.hollows.org/
    - Mission Australiahttps://www.missionaustralia.com.au/
    - Relationships Australia https://www.relationships.org.au/
    - Road Accident Action Group https://raag.com.au/
2. Using online search techniques, detect the entity's digital footprint (online presence);
   - refer to Module 6, digital communications strategies across sectors;
   - refer to Module 7, information about marketing social networks including guidance on advanced

online search techniques;
- refer to Module 7, specifically Exercise task 7.1 (online search techniques).

3. Develop a set of evaluation questions based on your understanding of what makes an effective digital communications strategy;
   - refer to Module 6, specifically Learning activity 6.1 (preliminary evaluation questions);
   - refer to Module 8, knowledge of digital communications strategies and essential content management tools for implementation of an effective digital communications strategy.
4. Identify the digital communications strategy currently being employed, listing all digital platforms, services and tools being used;
   - refer to Module 9, the importance of measuring the success of a digital communications strategy including a range of digital communications evaluation models and methodologies; Learning activity 9.0 and Assessment Exercise task 9 (developing a digital communications evaluation template and carrying out evaluation).
5. Design a simple digital communications strategy evaluation template and use the template to assess the effectiveness of the observed digital communications strategy. Evaluate the effectiveness of the digital communications strategy observed;
   - refer to Module 9, advice and guidance on how to measure the success of digital communications strategies and how to develop recommendations to improve those strategies.
6. Draft commendations about the entity's successful practices and recommendations for improvement where applicable. Illustrate your observations with examples and explain your reasoning with reference to this unit's learning resources. Plan and script a multimedia video presentation of 8-10 minutes;
   - refer to Module 10, information and guidance on creating different styles of videos for a range of digital platforms and for a variety of purposes and audiences; also specifically Assessment Exercise task 10.2 and Learning activity 10;- the video presentation can be in the style of a TEDx talk, a narrated presentation in Slideshare or Powerpoint, a speak-to-camera YouTube-style presentation, or another video presentation style that provides visual and audio capabilities and can be embedded as an MP4 file.
7. Record a multimedia video presentation your findings;
   - refer to Module 10, discussion links provide advice on how to produce native videos for social networks and digital presentations for websites and blogs.
8. Embed the video into your Professional Blog Site as an ‘in-feed native video’;
9. Provide a link (URL) to your multi-media presentation embedded in your Professional Blog Site via the DGTL12007 Moodle, Assessment 3 submission portal.

Assessment Due Date
Week 12 Wednesday (7 Oct 2020) 9:00 am AEST

Return Date to Students

By certification date for Term 2.

Weighting
40%

Assessment Criteria
The assessment will be evaluated according to how successfully students have incorporated the advice from unit texts and resources in accordance with learning objectives.
The following marking rubric will be applied.

Detailed research and analysis of an organisation's ‘digital footprint’ has been carried out:	
Demonstrated knowledge of digital communications platforms, tools and techniques relevant to developing an effective online presence.	**Up to 4 marks**

Deployment of a range of online search engine techniques to detect, analyse and present for evaluation the selected entity's digital footprint (online presence).	**Up to 4 marks**
The ability to identify the digital communications management strategy apparent by the selected entity's digital footprint and online presence is demonstrated:	
Demonstrated clear understanding of the value of the digital platforms and tools available for designing an effective digital communications strategy.	**Up to 4 marks**
Evidence of the development of an instructive set of evaluation questions based on knowledge and understanding of this unit's resources pertinent to digital communications managements strategies.	**Up to 4 marks**
Sophistication is demonstrated in the student's evaluation of the effectiveness of the digital communications management strategy currently employed by the entity:	
Demonstrated capacity to explain and evaluate digital communications platforms, tools and strategies that are presently used by individuals and organisations.	**Up to 5 marks**
Evidence of a considered evaluation based on the understanding that a well-designed digital communications strategy will support and maintain an effective digital presence over time through a consistent online presence and reliable, quality content.	**Up to 5 marks**
There is originality and practicality in the student's commendations of the entity's current digital communications management practices and recommendations for improvement (if any):	
Evidence of the development of considered commendations of the entity's current practices for successful of digital communications management and credible recommendations to improve them (if any). These are illustrated and explained using professional terminology based on this unit's learning resources.	**Up to 10 marks**
Information has been clearly and professionally communicated adhering to the presentation requirement (audio-visual via professional blog).	
Effective evaluation and recommendations presented as a professional multimedia video presentation, embedded into the student's Professional Blog Site as an 'in-feed native video'/or equivalent.	**Up to 2**
Evidence of discerning selection, organisation and synthesis of relevant and substantive subject matter to support opinions and perspectives including academic referencing where appropriate.	**Up to 2**
TOTAL MARKS AVAILABLE	**40**

Referencing Style

- Harvard (author-date)

Submission
Online

Submission Instructions
Submit the URL of your 'in-feed native video' professional blog post via Moodle.

assessmentOutcome

- explain and evaluate digital communications platforms and strategies that are presently used by individuals and organisations
- develop and reinforce essential skills for communicators in the digital age, including the creation and consumption of digital media via web, social and mobile technologies
- critically examine key social, economic, ethical and regulatory issues associated with digital communications.

assessmentGradAttribute

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

Be Honest
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

Seek Help
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

Produce Original Work
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem