

FNSC9007 Finland in Northern European Contemporary History

University of Turku

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## AUDIO ASSIGNMENT ASSESSMENT

The objectives of the audio assignment are:

- To demonstrate reflective thinking on your learning experience on the course
- To examine audio communication as a means for collaboration and dialogue
- To get to know the basics of recording and editing audio

Use the following OR create your own set of questions that reflect **what you have learned in the course**

- What did you know about the history of Finland before the course? How profound was your prior knowledge, and why?
- What were the three most significant insights you gained from the course? Why did you choose precisely these ones (i.e. justify their significance to you)?
- In what ways is Finnish history different from or similar to the history of your home country? Why? (E.g. political, social, economic development)
- What kind of topics you think could/should have been included but were not?

### Assessment criteria:

0/5: The requirements for none of the grades are met / no audio assignment has been completed.

1/5: The recording engages the listener only minimally. It has no overall structure and no proper opening or ending. Content is vague, unclear, and often inaccurate. The recording does not provide any meaningful overall view of the course. Reflection on learning is insufficient. Focus is missing and the recording is incoherent or illogical. The speakers are not identified. Sources of information are missing. There is no conclusion. Delivery is hesitant and choppy, and it sounds like the presenters are reading aloud from a paper. There is no dialogue or follow-up questions. Distracting amount of background noise and volume level is too high or low. The recording has not been edited at all despite obvious need (a lot of irrelevant content, hesitations, and repetitions). The recording is considerably too long or short.

2/5: The recording engages the listener to some extent. It has a weak structure, opening and/or ending. Content is descriptive and in parts inaccurate. The recording provides a patchy overall view of the

course. Reflection on learning is scarce. The recording often strays from focus. The speakers are only alluded to. Sources of information remain unclear. The conclusion vaguely summarizes the key message. The recording appears unrehearsed with uneven delivery. There is little dialogue and follow-up questions are irrelevant. Volume level is inconsistent and/or the recording has a lot of background noise. The flow is interrupted by a lot of irrelevant content, hesitations, and repetitions). The recording is too long or short.

3/5: The recording is engaging in parts. It has a logical overall structure with a functioning opening and/or ending. Content is logical and accurate. The recording presents an overall view of course contents and links topics with each other. Speakers reflect on their learning process. The recording is focused most of the time. Speakers are introduced. Sources of information are mostly provided. The conclusion attempts to summarize the key message. Delivery appears rehearsed and/or planned, with glimpses of a genuine conversation. There is some genuine dialogue, and follow-up questions are used but may at times be irrelevant. The recording is mostly smooth to listen to but editing would have been necessary (includes irrelevant material, hesitations, repetitions etc.). The recording is a little too long or short.

4/5: The recording is engaging. It has a coherent overall structure with a good opening and ending. Content is accurate, analytical, and clear. The recording presents a coherent overall view of the course and connects the course contents to general-level perspectives. Speakers reflect on their learning process and pay attention to how their knowledge has evolved during the process. The recording has a clear focus. Speakers and their background are introduced. Sources of information are credited appropriately. The conclusion summarizes key points and insights. The recording appears well-rehearsed and is for the most part smoothly delivered in a conversational style. There is genuine dialogue, and follow-up questions bring up interesting information. The recording is technically smooth and pleasant to listen to; editing might have been worthwhile (includes hesitations or repetitions). The length of the recording is within the time limit.

5/5: The recording is engaging, creative, and catchy. It is well-focused throughout and has a strong opening and ending. Content is accurate, extensive, and reflective. The recording presents an insightful overall view of the course, links course contents with the speakers' prior knowledge, and brings up fresh new perspectives. Speakers engage in critical reflection on their learning process and demonstrate how they have processed course contents into a personally meaningful whole. Speakers and their background are introduced. Sources of information are credited appropriately. The conclusion thoughtfully summarizes key points and insights. The recording appears well-rehearsed, with smooth delivery in a genuinely conversational style. Dialogue is genuine and follow-up questions bring up interesting viewpoints. The recording is technically smooth and pleasant to listen to (and – if necessary – edited properly: hesitations or repetitions have been cut). The recording is within the time limit (or, if exceeded, with a clear purpose!).