



THE SCHOOL
FOR FIELD STUDIES

Environmental Sustainability and socio-economic values SFS 3021

Syllabus for Fall 2022

The School for Field Studies (SFS)
Center for Rainforest Studies (CRS)
Yungaburra, Australia

This syllabus may develop or change over time based on local conditions, learning opportunities, and faculty expertise. Course content may vary from program term to program term



COURSE CONTENT SUBJECT TO CHANGE

Please note that this is a copy of a recent syllabus. A final syllabus will be provided to students on the first day of academic programming.

SFS programs are different from other travel or study abroad programs. Each iteration of a program is unique and often cannot be implemented exactly as planned for a variety of reasons. There are factors which, although monitored closely, are beyond our control. For example:

- Changes in access to or expiration or change in terms of permits to the highly regulated and sensitive environments in which we work;
- Changes in social/political conditions or tenuous weather situations/natural disasters may require changes to sites or plans, often with little notice;
- Some aspects of programs depend on the current faculty team as well as the goodwill and generosity of individuals, communities, and institutions which lend support.

Please be advised that these or other variables may require changes before or during the program. Part of the SFS experience is adapting to changing conditions and overcoming the obstacles that may present. In other words, the elephants are not always where we want them to be, so be flexible!

Description

The Environmental Sustainability and Socio-economic Values course explores the contemporary environmental and sustainability issues and also touches broadly on the historical, social-cultural, economic and political factors that determine the use of natural resources, with particular emphasis on, but not limited to, the Wet Tropics of Australia. Topics to be covered in this course include; environmentalism, sustainable food production and livelihoods, the impact of human activities on terrestrial and marine biomes, conservation conflicts, resource governance and so on. In addition, students will be introduced to social science research methods, while a visit to a local Aboriginal community will help them gain a better understanding of the first Australian's enviro-cultural heritage values.

All lectures and activities in this course are aimed at addressing the following questions:-
What is the impact of human settlement in the Wet Tropics bioregion and the Great Barrier Reef?
What are the current and emerging threats facing these regions, and what is the justification for various interventions?
How can the landscapes & seascapes be managed for long-term sustainability?

Throughout the course students will be introduced to, and are expected to gain hands-on experience on social research techniques.

Overall, the Environmental Policy and Socio-economic Values course will integrate with the other courses (*Tropical Biome Ecology and Climate Change & Wildlife and Conservation Biology*), and show how policy questions, which emerge from the integration, can be addressed by the incorporation of economic and social considerations.

Learning objectives

Environmental Sustainability and Socioeconomic Values aims to:

- provide a broader social context for conservation issues, using specific examples from the Australian Wet Tropics and Great Barrier Reef to illustrate more general points;
- discuss the impacts of various economic activities on the landscape;
- discuss possible ways of ensuring sustainable futures in the face of global environmental change;
- explore emerging environmental governance issues and legislative frameworks;
- introduce concepts and terms used in socio-economic analysis of environmental issues as well as methods of data collection, analysis and use of information;
- provide a foundation for pursuing more specialised environment-related courses at higher levels of study.

On completion of this course, students should be able to:

- Explain the array of socio-cultural, economic and political factors that shape resource use;

- Explain the economic, socio-cultural, and political incentives and impediments to conservation
- demonstrate an understanding of the interactions between human and ecological systems in the Wet Tropics;
- discuss the dilemmas in choosing between economic development and the environment;
- express and discuss factors which influence natural resource management planning and decision making;
- demonstrate the information literacy skills of collecting, analysing and reporting data;

Teaching methods

This course is interactive in nature and is based on the constructivist model of education. The lecturers facilitate students to acquire more knowledge and develop skills associated with the course content. Classroom lectures include essential background information for field lectures to reinforce key concepts. Lectures and discussions are held both at the Centre and in the field. Assessment tasks are varied to account for various learning styles and abilities. The course makes use of guest lecturers with authority in their fields. However, due to the possibility of other commitments, the content and timing of guest lectures may be subject to change.

Technology use: Access to the internet and the student drive is essential in this course.

Workload expectation: This is a 4-credit course. Since we offer a program that is likely more intensive than you might be used to at your home institution, missing even one lecture can have a proportionally greater effect on your final grade simply because there is little room to make up for lost time. Participation in all components of the program is mandatory because your actions can significantly affect the experience you and your classmates have while with SFS and our reputation in the community. Therefore, it is important that you are prompt for all activities, bring the necessary equipment for field exercises, and simply get involved.

Assessment details

There are five assessment items (tasks) in this course (see table below)

Assessment	Due date	%
Reflective blog posts & Self evaluation	Monday 22 nd Oct	30
Field Exercise (FEX)	Saturday 22 nd Sept.	30
A letter to Politicians	Friday, 14 th Oct	10
Final Exam	Tuesday, 30 th Oct.	30
	TOTAL MARKS	100

Reflective blog posts/Journal: Students will be expected to submit a reflective blog post, i.e. a collection of personal reflections developed in the first 8 weeks of the course. The task will require students to produce short reflections notes at different points within the semester, which should document their learning experience in the course. Students should make brief notes on each course

related activity (classroom/field lecture, excursions etc.) right from the beginning of the semester. These notes should form or be drawn from to produce a submitted reflective journal. Students will be required to submit 4 reflective blog post entries each covering 2 weeks of study (from week 1-week 8). Each entry should be at least 400 but no more than 1000 words. More information on this assessment task can be found under the additional information on assessments section on page 12.

Self-evaluation: In this assessment task, students will complete and submit a self-evaluation form based on their honest judgement of their reflective journal assessment task. It requires students to self-mark their responses to the reflective journal and provide general comments that expound on their judgement. This exercise is meant to help students to develop independent judgements of their own work. Please see page 12 for further details.

Field Exercise Report: The field exercise will give students hands-on experience with two basic research techniques: creating and administering survey questionnaires, and the application of qualitative research techniques. Students will be required to collect and analyze survey data, and report findings. Although students will collect data in groups, the reports must be individually written. The Assessment will focus on the ability of the student to analyze, clearly present and intelligently interpret data in a report format.

A Letter to Politicians: Education can empower us to effect change in our political systems and what the decisions that politician make. Ordinary citizens have the power to bring about change by having a voice. This exercise gives you practice on how to write clear and simple letter to politicians to argue your cause. The exercise will provide a imaginary or real “environmental issue” such as the proposal to built a dam or situate a mine in an environmentally sensitive area. Your task is to write a letter to the “imaginary” politician to express your views as to why the proposed development should not happen. The tone of the letter meant to be constructive, rather than critical, and we will provide some examples. A grading rubric will be provided when the assignment is introduced.

Final Exam: Students will be expected to do a quiz based on materials covered in the course. In addition to the lecture material, the quiz will also test the students’ understanding and their ability to apply the techniques and protocols used in social science research. This knowledge is crucial in planning, conducting and reporting social science research studies.

Grading Scheme

In this course, grading will be done according to aggregate scores. Scores on different assessment tasks will be added together and then projected on to a 100-point scale (percentage grading). Component scores are going to be weighted before being added so as to reflect their relative importance in the assessment scheme. The 100-point scale will be divided into segments with grades as shown in the table below.

A	95.00 - 100.00%	B+	86.00- 89.99%	C+	76.00 - 79.99%	D	60.00 - 69.99%
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A- 90.00 - 94.99%	B 83.00 - 85.99%	C 73.00 - 75.99%	F 0.00 - 59.99%
	B- 80.00 - 82.99%	C- 70.00 - 72.99%	

General Reminders

Faculty availability: Lecturers will ordinarily keep regular office hours. Extended meetings should be pre-arranged, and any meeting outside office hours must be arranged at least 24 hours in advance.

Academic honesty and plagiarism: Using the work of another person without clearly stating or acknowledging its source is plagiarism. It includes doing any of the following things in an assignment:

- copying out part(s) of any document, including computer- or internet-based material, without acknowledging the source and by not putting quotation marks around the copied extract;
- summarising someone else's concepts, experimental results or conclusions without acknowledgment, even if you put them in your own words;
- copying out, or taking ideas from another student's work, even if you put the borrowed material in your own words;
- submitting the same or very similar final version of any assignment as a fellow student.

If you are in any doubt whatsoever, please discuss this with faculty.

Please ensure that you always:-

- state clearly in an appropriate form where [you] found the material on which [you] have based your work", using a consistent referencing system
- acknowledge the people whose concepts, experiments, or research results [you] have extracted, developed, or summarised, even if [you] put these ideas into your own words
- avoid excessive [direct quotation] of passages by another author, even where the source is acknowledged.

Note: Any assignment containing plagiarism will receive a fail grade. Extensive plagiarism will result in a mark of zero.

Using the Internet is one aspect of your preparation for assignments that can result in plagiarism. All material accessed from the Internet and used in your assignments must be referenced in exactly the same way as material from books, journal articles or other print media. Plagiarism from Internet-based sources can be detected easily by your marker using web search engines so it is important to take Internet referencing seriously.

Deadlines: Assessments items are instated to promote equity among students and to allow faculty ample time to review and return assignments before others are due. As such, deadlines are firm and extensions will only be considered under extenuating circumstances. If you believe that you have been

prevented from completing your work on time for reasons beyond your control (e.g. illness), make sure that you discuss this with the course coordinators **as soon as possible**, and certainly before the assignments are due. Assignments submitted after the due date and without extension will be penalised at **10% per day late**.

Marking Guides and Feedback: To assist students as much as possible with the assignments, marking guides/rubrics have been created. These guides provide information on the criteria I will use in grading each assignment. In addition to these guides, I will provide individual feedback to students on their assignments. This feedback is intended to help students understand the justification for their grade as well as provide instruction for future improvement. For example, if something has been flagged as an issue in the first assignment, one easy way of improving your grade in subsequent assignments is to avoid repeating the problem. If the feedback you have received is unclear in any way you can consult me for further advice.

Referencing: Correct referencing is vital for ensuring academic honesty in all your assessment pieces in SFS 3020. Please note: *the Harvard system of referencing is the preferred style in this course.*

Lecture Schedule

Code	Titles of Lectures	Time (hrs)	Type	Readings
	Course overview Introductory lecture for the course where we outline learning outcomes and expectations	1.5	L	
	Contemporary issues in environmentalism & environmental sustainability An introductory lecture to highlight the main tenets of environmentalism and sustainability	1.5	L	Sonneborn, L. (2007). The environmental movement: protecting our natural resources. Infobase Publishing. Tomislav, K. (2018). The concept of sustainable development: From its beginning to the contemporary issues. Zagreb International Review of Economics & Business, 21(1), 67-94. Kadykalo, A. N., López-Rodriguez, M. D., Ainscough, J., Droste, N., Ryu, H., Ávila-Flores, G., ... & Harmáčková, Z. V. (2019). Disentangling 'ecosystem services' and 'nature's contributions to people'. Ecosystems and People, 15(1), 269-287.
	Why some societies collapsed and other that survived Explore the reasons why some civilizations and societies collapsed while others persisted and the sobering lessons we can learn from their stories	2	L	Diamond, J (2005) Collapse. How societies choose to fail or survive. Penguin Group.
	Big businesses & the environment Understand how big businesses impact the environment and how these businesses can make (or be	1	L	Diamond, J (2005) Collapse. How societies choose to fail or survive. Penguin Group.

Code	Titles of Lectures	Time (hrs)	Type	Readings
	compelled to make) more sustainable choices. Also understand the power of consumer choice			
	History of land ownership: Going back 60,000 years Learn about Australian aboriginal culture	1.5	L	Rumsey, A. (1993). <i>Aboriginal Australia. Language and culture in Aboriginal Australia</i> , 191-206. Bradshaw, C.J.A (2011) Little left to lose: deforestation and forest degradation in Australia since European colonization. <i>Journal of Plant Ecology</i> . 5(1), 109-120 Hepburn, S (2015) Statutory interpretation and native title extinguishment: Expanding constructional choices. <i>UNSW Law Journal</i> , 38(2) Larson, S (book Chapter, nd) The socio-economic features of northern Australia Pitts, M. (2004) A brief look at the storied past of Far North Queensland. Extracts from recognizing race and race relations in Far North Queensland: What public documents, public monuments and people say and don't say: In <i>New Directions in North Australian History</i> . Darwin: Charles Darwin University Press.
	Visit to the Mandingalbay Yidinji country: Briefing session	0.5	D	
	Exposure visit to the Mandingalbay Yidinji Aboriginal community: Indigenous management of Natural Resources Get immersed in Australian aboriginal culture during our visit to an aboriginal community	5	GL /FL/ D	
	The impact of human activities on the GBR Understand how human activities are impacting the Great Barrier Reef through this visit to the reef	7	EXC/ FL	Toby, K (2002) <i>Rainforests of the Sea: Home to more than 25 percent of the world's marine life</i> , Coral reefs are among the most fragile and endangered ecosystems on the planet. EBSCO Publishing Day, J. C. (2017). Effective Public Participation is Fundamental for Marine Conservation—Lessons from a Large-Scale MPA. <i>Coastal Management</i> , 45(6), 470-486. Giakoumi, S., McGowan, J., Mills, M., Beger, M., Bustamante, R. H., Charles, A., . . . Possingham, H. P. (2018). Revisiting “Success” and “Failure” of Marine

Code	Titles of Lectures	Time (hrs)	Type	Readings
				Protected Areas: A Conservation Scientist Perspective. <i>Frontiers in Marine Science</i> , 5.
	<p>The impact of economic activities on the landscape: Innovations in Agricultural production</p> <p>Learn how human activities affect the landscape and how innovations in agricultural production could be a remedy</p>	5	FL	Altieri, M. A. (2018). <i>Agroecology: the science of sustainable agriculture</i> . CRC Press.
	<p>Introduction to Agroecology & Regenerative agriculture</p> <p>In this class you are going to learn a brief history of industrial agriculture and its consequences on the environment. We will explore alternative ways of growing food that are more aligned with nature.</p>	2	L/FL/GL	Altieri, M. A. (2018). <i>Agroecology: the science of sustainable agriculture</i> . CRC Press. See Student Drive
	<p>Sustainable livelihoods</p> <p>In this class you will learn about some of the principles of sustainable livelihoods, and explore examples of marine livelihoods that allow people to derive income and satisfaction from their work, without negatively impacting the natural resources through which they obtain their livelihood.</p>	2	L	Serrat, O. (2017). The sustainable livelihoods approach. In <i>Knowledge solutions</i> (pp. 21-26). Springer, Singapore.
	<p>Introduction to Conservation Social Science</p> <p>A lecture that will help with an understanding of the importance of integrating human dimensions to improve conservation</p>	1	FL	<p>Curtis, S., Gesler, W., Smith, G and Washburn, S (2011) Approaches to sampling and case selection in qualitative research: examples in the geography of health. <i>Social Science and Medicine</i>, 50:1001-1014</p> <p>Bennett, N. J., Roth, R., Klain, S. C., Chan, K., Christie, P., Clark, D. A., ... & Wyborn, C. (2017). Conservation social science: Understanding and integrating human dimensions to improve conservation. <i>biological conservation</i>, 205, 93-108.</p>
	<p>Survey design & methods plus tools for data collection</p> <p>Social research is quite different from biological science research. Here you will learn some of the</p>	1	GW/L	Mack et al. (2005) <i>Qualitative Research Methods: A data collector's field guide</i> . Family Health International Report. available from http://www.parkdatabase.org/files/documents/2005_usaid_qualitative_re

Code	Titles of Lectures	Time (hrs)	Type	Readings
	techniques for collecting sociological/socioeconomic data			search_methods.pdf. Accessed on 08/29/2016 Trainor, A.A and Graue, E (2013) <i>Methods in Social & Behavioural Science: A guide for Research and Reviewers</i> . Taylor & Francis, Florence, KY USA Trotter II R. T (2012) Qualitative research sample design and sample size: Resolving and unresolved issues and inferential imperatives. <i>Preventive medicine</i> , 55: 398-400
	Stakeholder Analysis and Identification (FEX) This field exercise will introduce you to Stakeholder analysis and identification	2	L	
	Community engagement and social safeguards including ethics Learn about the importance of community engagement in environmental sociology	1	L	Jharna M., Srinivas A and Subhash P (2011) Ethics in human research. <i>Tropical parasitology report</i> . Medknow Publications and Media Pvt. Ltd available from https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3593469/ Bottrill et al. (2008) Is conservation triage just smart decision making? <i>Trends in Ecology and Evolution</i> 23: 649-654
	FEX data collection, analysis and report writing This period is dedicated to field exercises	16	FW	
	Making sense of social data/workshop This is part of your FEX program	1	GW/ L	
	Techniques in social science research quiz review	1	GW/ L	Notes will be provided
	Techniques in social science research quiz	1	L	
	Ecologically sustainable development We explore the fundamentals of sustainable development in this lecture	1	L	Rogers, P. P., Jalal, K. F., & Boyd, J. A. (2012). <i>An introduction to sustainable development</i> . Routledge.
	The impact of mining and grazing on surrounding landscapes: The outback experience A field lecture in the Queensland outback where we will explore the impacts of mining	1	FL	
	Governing local resources-legislation/precautionary principle/overcoming private	2.5	L	Argent, N (2011) Trouble in paradise? Governing Australia's multifunctional rural landscapes. <i>Australian Geographer</i> , 42 (2), 183-205

Code	Titles of Lectures	Time (hrs)	Type	Readings
	property rights Here we give a brief introduction to governance and environmental law			Bartel, R., McFarlan, P and Hearfield, C (2014) Taking a de-binarised envirosocial approach to reconciling the environment vs economy debate: lessons from climate change litigation for planning in NSW, Australia. <i>TPR</i> , 85 (1) 2014 Gerry, B (2016) <i>Environmental Law in Australia</i> (9 th edn), LexisNexis, Butterworths-Australia Wood, M. C (2010) "You Can't Negotiate with a Beetle": Environmental Law for a New Ecological Age. <i>Natural resources journal</i> , 50, 167-184
	Accounting for ecosystems services Learn about how ecosystem service benefits are measured	1	D	Boyd, J. and Wainger, L (2003) <i>Measuring Ecosystem Service Benefits: The Use of Landscape Analysis to Evaluate Environmental Trades and Compensation</i> . Discussion Paper 02-63, Resources for the Future. Available from http://www.rff.org Buyinza, M., Bukenya, M. and Nabalegwa, M (2007) Economic valuation of Bujagali Falls Recreational Park, Uganda. <i>Journal of Park and Recreation Administration</i> 25, 12-28
	Triage and prioritization How do we prioritize conservation activities and management actions? Learn more in this lecture	0.5	L	Vadi V (2013) Culture Clash? World heritage and investors' rights in international investment law and arbitration. <i>ICSID Review</i> , 28, (1), 123–143
	Exam review	1	L	Notes will be given
	Exam	2		
	Total contact hrs	60.5		

L: Lecture, FL: Field Lecture, FW: Field Work, FEX: Field Exercise, GL: Guest Lecture, D: Discussion, GW: Group Work

Additional information on assessments

Reflective blog posts/journal explanation notes

In this assessment task, you are expected to submit a reflective journal, i.e. a collection of personal reflections developed in the first 8 weeks of the course. The task requires you to produce short reflections notes at different points within the semester, which should document your learning experience in the course. You should make brief notes on each course related activity (Classroom/field lecture, excursions etc.) right from the beginning of the semester. These notes should form or be drawn from to produce a submitted reflective journal. You will be required to submit 4 blog posts/journal entries each covering 2 weeks of study (from week 1- week 8). Each entry should be at least **300**, but not more than **350** words.

The blog post/journal entry is not akin to a diary, which is basically just an account of what happened in classroom rather than a reflective journal. A reflective action is guided by an ongoing self-appraisal rather than by habit, tradition, or the demands of institutional authority and expectations. It should help you to be reflective about your learning. This means that your entries should not be a purely descriptive account of what you did. Instead, it is an opportunity to communicate your thinking process: how and why you did what you did, and what you now think about what you did. It should provide a 'live picture' of your growing understanding of the subject or experience and help you to identify your strengths, weaknesses and preferences in learning. You should write about both your practical experiences and thoughts about the course materials.

Journal prompts

Week 1 & 2: Getting started

- What do you expect to learn from this course?
- How do you generally learn new things? For example, if you've learnt a new skill lately, what steps did you take to learn that skill? How might you transfer that process of learning to your studies?

Week 3 & 4: Learning from the people

- Did the exposure to indigenous involvement in environment management (visit to the MY country) affect your views on conservation management? If yes how? If no, why not?
- How well do you understand the lectures /materials in this course so far? What can you do to improve your understanding?

Week 5 & 6: The beast that is enviro-social studies

- What do you like most about the course so far?
- What has been the most challenging aspect of the course so far? Why?
- In what ways do you feel your learning and understanding of social ecological issues has developed so far?

Week 7 & 8: Putting it all together

- What was the most important thing you learnt in this course

- Which was the hardest part of the course? Why?
- Any flashes of inspiration?

Self-evaluation explanation notes

In this assessment task, you are expected to complete and submit a self-evaluation form based on your honest judgement of your reflective journal assessment task. You should self-mark your response to task 1 (a) and provide general comments that expound on your judgement.

For each of the criteria listed on the left side of the form, give yourself a grade (A-D), which best describes your work, by highlighting the relevant fond in bold/any other colour. In **no more than 100 words**, provide an overall comment explaining your judgement of the work i.e. why you think the work deserves the grade you have given it (no need to comment on each of the listed criteria), just provide and overall assessment of your work.

Reflective blog post/journal: grading rubric– due date, Monday 22nd Oct.

	A	B	C	D
<i>Critical thinking skills.</i>	Demonstrates excellent skills in reasoning, questioning, investigating, observing and describing, comparing and connecting, finding complexity, and exploring viewpoints	Demonstrates very good skills in reasoning, questioning, investigating, observing and describing comparing and connecting, finding complexity, and exploring viewpoints	Demonstrates good skills in reasoning, questioning, investigating, observing and describing comparing and connecting, finding complexity, and exploring viewpoints	Demonstrates satisfactory reasoning, questioning, investigating, observing, describing, comparing and connecting skills, finding, and exploring viewpoints
<i>Reflective thinking skills</i>	Demonstrates a high level ability to think about an experience and decide to learn from it, and do something different the next time	Demonstrates a well-developed ability to think about an experience and decide to learn from it, and do something different the next time	Demonstrates the ability to think about an experience and decide to learn from it and do something different the next time	Demonstrates a satisfactory ability to think about an experience and decide to learn from it and do something different the next time
<i>Making good judgments when completing course work</i>	Demonstrates a high level ability to judge what is required to complete tasks at different standards and what content is appropriate and correct.	Demonstrates a well-developed ability to judge what is required to complete tasks at different standards and what content is appropriate and correct.	Demonstrates the ability to judge what is required to complete tasks at different standards and what content is appropriate and correct.	Demonstrates a satisfactory ability to judge what is required to complete tasks at different standards and what content is appropriate and correct.
<i>Structure/grammar/ expression</i>	The reflective notes are very well structured and organized- excellent grammar and expression	The reflective notes are well structured and organized- good grammar and expression	The reflective notes are structured and sequential. Few issues with grammar and/or expression	The notes could have benefited from a better structure, grammar and expression

Overall comments: -----

Self-evaluation grading rubric - due date, Monday 22nd Oct

	Excellent	Good	Satisfactory	Marginal
Self-assessment determined from comments & highlighted criteria on the self-evaluation sheet submitted with the journal	Excellent self-evaluation. Agreement with all the comments of the marker	Good self-evaluation. Agreement with most comments of the marker	Adequate self-evaluation. Agreement with some comments of the marker	Limited self-evaluation. Minimal agreement with the comments of the marker

<i>Excellent (A)</i>	<i>Good (B)</i>	<i>Satisfactory (C)</i>	<i>Needs improvement (D)</i>
Results (30%)			
<ul style="list-style-type: none"> i. Describes all relevant results ii. Tables and figures, if used, are self-explanatory (e.g., succinct complete with caption), referred to and presented in a logical order. iii. Outcome of analytical approaches (e.g., statistical analyses) described correctly and succinctly. iv. Written clearly and succinctly, is structured well, and is grammatically correct. 	<ul style="list-style-type: none"> i. Describes most relevant results, or describes all but some not explained clearly. ii. Most tables and figures are self-explanatory and ordered logically iii. Most analyses described correctly & succinctly. iv. Mostly written clearly and succinctly, well structured & grammatically correct. 	<ul style="list-style-type: none"> i. Describes some relevant results or lacks clarity ii. Some tables and figures are self-explanatory and ordered logically. iii. Some analyses described correctly & succinctly iv. Writing makes it difficult to understand results. 	<ul style="list-style-type: none"> i. Description of results inadequate ii. Material is not relevant to results section. iii. Tables and figures are not self-explanatory nor ordered logically iv. Analyses described incorrectly v. Writing is unclear making understanding of results impossible. Poor grammar and structure.
Discussion (60%)			
<ul style="list-style-type: none"> i. Clearly answers the question, interprets results with respect to the research questions & explains implications of the findings. ii. Comprehensive use of appropriate background information and has 	<ul style="list-style-type: none"> i. Mostly answers question and interprets results accordingly, with explanation of implications. 	<ul style="list-style-type: none"> i. Some attempt to address question, interpret results and explain implications ii. Some use of appropriate background information and 	<ul style="list-style-type: none"> i. No attempt to address research question, interpret results or explain implications

<p>comparisons with results of other studies.</p> <p>iii. Comprehensive analysis of possible errors or limitations of the study.</p> <p>iv. Provides comprehensive recommendations for future studies</p> <p>v. Written clearly and succinctly, is structured well, and is grammatically correct</p>	<p>ii. Mostly uses appropriate background information and has comparisons with other studies</p> <p>iii. Good analysis of limitations / errors</p> <p>iv. Good recommendations for future studies</p> <p>v. Mostly written clearly and succinctly, well structured & grammatically correct</p>	<p>comparisons with other studies</p> <p>iii. Some analysis of limitations / errors</p> <p>iv. Some recommendations for future studies</p> <p>v. Writing makes it difficult to understand discussion</p>	<p>ii. No use of appropriate background information nor comparisons with other studies</p> <p>iii. No analysis of limitations / errors</p> <p>iv. No recommendations for future studies</p> <p>v. Writing is unclear making understanding of discussion impossible. Poor grammar and structure.</p>
<p>References (5%)</p>			
<p>i. All the references are in the text and all citations in the text are in the reference section.</p> <p>ii. References and citations are formatted appropriately and consistently</p>	<p>i. Most references are in the text and most citations in the text are in the reference list.</p> <p>ii. Format of references and citations appropriate, but some mistakes occur.</p>	<p>i. References and citations incomplete or not matching.</p> <p>ii. Format of references and citations less than adequate or/and sometimes incorrect.</p>	<p>i. Large number of references is missing and many citations in the text are missing in the reference section.</p> <p>ii. Format of references and citations not to standard.</p>
<p>Participation (5%)</p>			