



MGMT20140 *Design It*

Term 2 - 2018

Profile information current as at 19/05/2024 07:53 am

All details in this unit profile for MGMT20140 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

This unit will provide students with the opportunity to consider the broad application of design concepts and methodology in innovation. The role and potential of design will be explored in social, commercial, service and digital contexts and will include topics such as designing for the future, concurrent and customer design and designing for improvements for the current environment. Within the unit 'design' will discuss design as process, design as thought and philosophy, design as aesthetics, and design as new product and innovation.

Details

Career Level: *Postgraduate*

Unit Level: *Level 9*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

There are no requisites for this unit.

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 - 2018

- Brisbane
- Distance
- Melbourne
- 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 Postgraduate 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. **Project (research)**

Weighting: 30%

2. **Project (research)**

Weighting: 30%

3. **Project (research)**

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 Have Your Say survey; student blog entries; teaching team feedback; self-reflection

Feedback

The unit is delivered through interactive workshops with substantial amounts of design thinking activities and small amounts of lectures.

Recommendation

Retain this approach but reduce class size if possible.

Feedback from Have Your Say survey; informal student feedback; self-reflection

Feedback

The group report is to some extent overlapping with assessments and learning outcomes of other units that most students study as core.

Recommendation

Retain the overall assessment regime but amend the group report requirements to reduce overlap with other units.

Unit Learning Outcomes

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

1. Discuss and apply design, innovation and diffusion theories for each of the stages of innovation
2. Conduct a needs analysis for design and improvements in social, service, commercial and digital contexts
3. Develop ideas for new designs and innovations in social, service, commercial and digital contexts using design thinking
4. Discuss and apply design methodology for prototyping your ideas
5. Incubate solutions for your innovation ideas for social, service, commercial and digital contexts
6. Work collaboratively in groups to design an example of your innovation for social, service, digital and commercial contexts.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
1 - Project (research) - 30%	•			•	•	•
2 - Project (research) - 30%	•	•	•	•	•	•
3 - Project (research) - 40%			•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
1 - Knowledge	○	○	○	○		○
2 - Communication		○			○	
3 - Cognitive, technical and creative skills	○	○	○	○		○
4 - Research	○	○	○			
5 - Self-management			○		○	
6 - Ethical and Professional Responsibility				○	○	○
7 - Leadership				○	○	○
8 - 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
1 - Project (research) - 30%	○	○	○	○				
2 - Project (research) - 30%	○	○	○	○	○	○	○	
3 - Project (research) - 40%	○	○	○	○	○	○	○	

Textbooks and Resources

Textbooks

MGMT20140

Prescribed

Designing for Growth: A Design Thinking Tool Kit for Managers
(2011)

Authors: Liedtka, J. & Ogilvie, T.

Columbia University Press

New York , NY , USA

ISBN: 0231158386, 9780231158381

Binding: eBook

Additional Textbook Information

The prescribed book exists also in ebook format.

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Stephanie Macht Unit Coordinator

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Schedule

Week 1 - 09 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Module 1 - Design What?
(Introduction)

Liedtka & Ogilvie - Ch. 1 "Why Design"

Weekly workshops contain a combination of activities, including: lectures; experiential Design Thinking and entrepreneurship activities; opportunities to work on your assessments; feedback opportunities; time to reflect and blog; etc.

Participation in workshop activities is required for assessments 2 and 3. Distance students should use the Moodle Discussion Forum and follow the advice on the weekly workshop slides.

On-campus students: Get to know each other and start forming teams.
Distance students: Start using the Moodle Forum to find a team.

Start writing your blog.

Week 2 - 16 Jul 2018

Module/Topic

Chapter

Events and Submissions/Topic

Module 2 - Design Process
(Design Thinking Processes)

Liedtka & Ogilvie - Ch. 2 "Four Questions, Ten Tools"
D.School publication "Bootcamp Bootleg"; available in Moodle, in the section labelled *Module 2*

Weekly workshops contain a combination of activities, including: lectures; experiential Design Thinking and entrepreneurship activities; opportunities to work on your assessments; feedback opportunities; time to reflect and blog; etc.

****Assessment briefing****

On-campus students: Get to know each other and start forming teams.
Distance students: Start using the Moodle Forum to find a team.

Build your blog.

Week 3 - 23 Jul 2018

Module/Topic

Chapter

Events and Submissions/Topic

Module 3 - Design Theory
(Theories underlying Design Thinking)

Leifer, L. J. & Steinert, M. (2011) 'Dancing with ambiguity: Causality behavior, design thinking, and triple-loop-learning', *Information Knowledge Systems Management*, Vol. 10 No. 1-4, pp. 151-173.
Welsh, M. A. & Dehler, G. E. (2013) 'Combining critical reflection and design thinking to develop integrative learners', *Journal of Management Education*, Vol. 37 No. 6, pp. 771-802.

Weekly workshops contain a combination of activities, including: lectures; experiential Design Thinking and entrepreneurship activities; opportunities to work on your assessments; feedback opportunities; time to reflect and blog; etc.

****Assessment briefing****

On-campus students: Get to know each other and start forming teams.
Distance students: Keep networking on the Moodle Forum to find a team.

Build your blog.

Week 4 - 30 Jul 2018

Module/Topic

Chapter

Events and Submissions/Topic

Module 4 - Design Problems 1
(Problem Finding and Needs Analysis)

Liedtka & Ogilvie- Chs. 3 & 11
"Visualization" & "Customer Co-
Creation"

Weekly workshops contain a combination of activities, including: lectures; experiential Design Thinking and entrepreneurship activities; opportunities to work on your assessments; feedback opportunities; time to reflect and blog; etc.

Teams need to be finalised by next week.

Build your blog.

Poster Due: Week 4 Friday (3 Aug 2018) 11:45 am AEST

Week 5 - 06 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 5 - Design Problems 2 (Needs Analysis and Problem Solving)	Liedtka & Ogilvie - Chs. 4 & 7 "Journey Mapping" & "Brainstorming"	Weekly workshops contain a combination of activities, including: lectures; experiential Design Thinking and entrepreneurship activities; opportunities to work on your assessments; feedback opportunities; time to reflect and blog; etc. **Assessment briefing** Teams are finalised this week. Start working in your teams to find a problem and design an innovative solution required for assessment 2. Build your blog.

Vacation Week - 13 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
No classes in MGMT20140 this week.	There is no prescribed reading this week.	It is recommended that you catch up on missed activities and reading and/or use this week to continue to work through the Design Thinking approaches to find a problem and design an innovative solution required for assessment 2. Build your blog.

Week 6 - 20 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 6 - Design Research 1 (Research Skills for Design Thinking)	Liedtka & Ogilvie - Chs. 5 & 6 "Value Chain Analysis" & "Mind Mapping"	Weekly workshops contain a combination of activities, including: lectures; experiential Design Thinking and entrepreneurship activities; opportunities to work on your assessments; feedback opportunities; time to reflect and blog; etc. Keep working in your teams to design your innovation for assessment 2. Build your blog.

Week 7 - 27 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Module 7 - Design Research 2
(Ethics, Empathy and Analysis in Design Research)

Liedtka & Ogilvie - Chs. 8 & 9
"Concept Development" &
"Assumption Testing"

Weekly workshops contain a combination of activities, including: lectures; experiential Design Thinking and entrepreneurship activities; opportunities to work on your assessments; feedback opportunities; time to reflect and blog; etc.

Keep working in your teams to design your innovation for assessment 2.

Build your blog.

Week 8 - 03 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 8 - Design Prototype (Rapid Prototyping)	Liedtka & Ogilvie - Ch. 10 "Rapid Prototyping"	Weekly workshops contain a combination of activities, including: lectures; experiential Design Thinking and entrepreneurship activities; opportunities to work on your assessments; feedback opportunities; time to reflect and blog; etc. Keep working in your teams to design your innovation for assessment 2. You should be able to draft your group presentation this week. Build your blog.

Week 9 - 10 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 9 - Design the (Learning) Launch	Liedtka & Ogilvie - Ch. 12 "Learning Launch"	Weekly workshops contain a combination of activities, including: lectures; experiential Design Thinking and entrepreneurship activities; opportunities to work on your assessments; feedback opportunities; time to reflect and blog; etc. Keep working in your teams to design your innovation for assessment 2. One group member submits the presentation slides and report component of assessment 2 via Moodle. Build your blog.

Group presentation and group report Due: Week 9 Friday (14 Sept 2018) 11:45 am AEST

Week 10 - 17 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Module 10 - Design Presentations & Co-creation 1
(Assessment 2 presentations)

There is no prescribed reading this week.

****On-campus students:** This week, presentations (assessment 2) will take place in class. To mimic what happens in organisations, you are expected to attend the entire workshop - please note that there will also be workshop content this week, which you require for assessment 3.

****Distance students:** Arrange online (video conferencing) presentation time with the unit co-ordinator if you wish to use this option.

Build your blog.

Complete the Self- and Peer-Assessment (SPA).

****Assessment briefing****

Week 11 - 24 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 11 - Design Presentations & Co-creation 2 (Assessment 2 presentations)	There is no prescribed reading this week.	<p>**On-campus students: This week, presentations (assessment 2) will take place in class. To mimic what happens in organisations, you are expected to attend the entire workshop - please note that there will also be workshop content this week, which you require for assessment 3.</p> <p>**Distance students: Arrange online (video conferencing) presentation time with the unit co-ordinator if you wish to use this option.</p> <p>Build your blog.</p>

Week 12 - 01 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 12 - Design the Designer (i.e. Design Yourself) (Personal Development)	Liedtka & Ogilvie - Ch. 13 "Leading Growth and Innovation in Your Organization"	<p>Weekly workshops contain a combination of activities, including: lectures; experiential Design Thinking and entrepreneurship activities; opportunities to work on your assessments; feedback opportunities; time to reflect and blog; etc.</p> <p>Finalise your assessment 3 and complete the Self- and Peer-Assessment (SPA).</p> <p>Build your blog.</p> <p>Blog and Learning Reflections Due: Week 12 Friday (5 Oct 2018) 11:45 am AEST</p>

Review/Exam Week - 08 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
There is no exam in this subject.		

Exam Week - 15 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
There is no exam in this subject.		

Assessment Tasks

1 Poster

Assessment Type

Project (research)

Task Description

This is an INDIVIDUAL, WRITTEN poster assessment. Posters are gaining importance in business education as they enable learners to practice their creativity, design, summarising, prioritising and synthesising skills. An effective poster is a communication tool that utilises structure, graphics and text to clearly convey complex messages, while being visually appealing and engaging; text, albeit important, is used sparingly. Posters should be understood on their own, without accompanying explanations. Designing a clearly understandable poster develops skills relevant for this unit as concise visualisations of complex information are crucial elements of Design Thinking.

In order to design the poster, you are required to research academic (peer-reviewed) and high-quality practitioner literature to answer the following question: **What is a 'design mindset' in the context of innovation?**

You are required to address this question by **DESIGNING a POSTER**, which **VISUALLY DISPLAYS** your literature research. In order to be successful in this assessment, you are therefore required to design a carefully constructed and logical poster, which displays your understanding of what a 'design mindset' is in the context of innovation. More specifically, your poster should:

- clearly show the main message of the poster;
- be logically structured and aesthetically pleasing;
- refer to material you have read in the literature (you should include a MINIMUM of 5 references - in-text references and a reference list in APA style must be included on the poster; please see Moodle for some examples of how this can be achieved in a visually pleasing manner);
- clearly address the question;
- contain sufficient detail that a layperson (without specific background in Design Thinking) can understand what you are trying to say;
- use relevant graphics to visually display the message of your poster; and
- use text sparingly.

It is recommended that you **use one single PowerPoint slide as your poster** (other software may be used). For this unit, you do not have to print the poster but it has to be clearly visible if projected in a classroom. Please see Moodle for further advice on how to create, structure and design effective posters. Supporting material and additional advice is available for both on-campus and distance students.

Assessment Due Date

Week 4 Friday (3 Aug 2018) 11:45 am AEST

Return Date to Students

Results and feedback will be available in Moodle within 10 business days (2 weeks, excluding university vacation).

Weighting

30%

Assessment Criteria

- Demonstrate understanding of Design Thinking by providing correct information on the poster (30%)
- Demonstrate a breadth and quality of research by using a minimum of 5 academic sources (10%)
- Correct use of the APA referencing system (10%)
- Demonstrate synthesis and summarising skills by displaying a clear and concise message on the poster (30%)
- Ability to effectively use structure, aesthetics and layout on the poster (20%)

See Moodle for more detailed assessment rubric. Late submission and academic misconduct penalties apply as per the university regulations.

As Masters students you are required to engage in research as per the Australia Quality Framework (AQF) guidelines. Two specific requirements need to be considered. Students need to demonstrate "a body of knowledge that includes the understanding of recent developments in a discipline and/or area of professional practice, and demonstrate "knowledge of research principles and methods applicable to a field of work and/or learning".

Each unit in your course has a number of required weekly readings in terms of academic texts, journals and business publications that represent the appropriate body of knowledge and recent developments referred to by the AQF. In order to demonstrate the ability to engage in appropriate research, students should read and utilise these texts and journals and publications, and as Masters students, indicate a willingness to research beyond this minimum standard through additional texts, journals and studies that demonstrate an ability to engage in independent research.

Students should ensure that they understand the specific research that is required for each assessment piece and recognise that if they meet this minimum requirement, you will receive the minimum grade for demonstrated research. Your attention is drawn to the University's stated position on plagiarism. THE WORK OF OTHERS, WHICH IS INCLUDED IN

THE ASSIGNMENT MUST BE ATTRIBUTED TO ITS SOURCE (a full list of references must be submitted as part of the assessment).

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

PowerPoint slide; electronic submission via Moodle

Learning Outcomes Assessed

- Discuss and apply design, innovation and diffusion theories for each of the stages of innovation
- Discuss and apply design methodology for prototyping your ideas
- Incubate solutions for your innovation ideas for social, service, commercial and digital contexts
- Work collaboratively in groups to design an example of your innovation for social, service, digital and commercial contexts.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research

2 Group presentation and group report

Assessment Type

Project (research)

Task Description

At the start of term, you are required to **join a team (3-5 students per team)**. Throughout the term, teams will undertake the following activities:

- identify a problem that could be addressed/improved through Design Thinking (the problem may be of a social, service, commercial or digital nature);
- use Design Thinking tools, techniques and mind-set to develop ideas for innovations that address/improve the problem you have identified;
- consider future steps to launch the innovative solution;
- present the Design Thinking process that you have applied to identify the problem and achieve the innovative solution; and
- develop a written report critically discussing the challenges of implementing Design Thinking in established organisations.

You will have the opportunity to experience and apply relevant tools and techniques throughout the term and you are **STRONGLY** encouraged to actively and creatively make use of opportunities provided in-class (on-campus students) and online (distance students) to practice and refine your Design Thinking skills and solutions.

This is a **GROUP** assessment that consists of **two components**:

- Oral presentation of Design Thinking process
- Written report, critically discussing the challenges of implementing the Design Thinking process in established organisations

Presentation:

The **presentation looks to the past** in that it should report on the Design Thinking activities your team has carried out to get to the innovative solution(s) you have incubated - there is no maximum of activities you should carry out as this depends upon how you progress your innovation and whether you have repeated some activities multiple times.

However, **as an absolute minimum, you are expected to report on 10 activities as per the prescribed textbook**. Your presentation must cover the following:

1. What you have done (activities);
2. What the outcomes of these activities were;
3. What outcome(s) you chose and why;
4. Where - within the Design Thinking process - you are at the point of presenting.

You should ensure that you go beyond purely describing the activities and instead include some **critical evaluation of the tools' merit** to your particular Design Thinking process. The description of activities, tools and techniques requires

references to relevant literature and evidence of your involvement with these activities. You can evidence this, for instance, by including photographs of your activities that you should be compiling for your blog in assessment 3 anyway, but please remember that this group report deals with your ACTIVITIES and their OUTCOMES, not with the REFLECTIONS on your personal learning - the latter is the content of assessment 3. An absolute **minimum of 8 academic references** is required. Further supporting material is available in Moodle.

Presentations should be **between 13 and 15 minutes** in duration - presenters will be stopped if they go over the 15 minute mark. Each team member should contribute roughly equally. Presentations should make use of PowerPoint slides, which have to be submitted via Moodle. Prezi or other approaches are only permitted with PRIOR approval from the unit co-ordinator. You are **encouraged to utilise other visual aids** (printed diagrams, prototypes, etc.) to support your presentation.

On-campus students: You will present live in class during the workshop in week 10 or 11.

Distance students: You have two options:

A) you can choose to deliver your presentation live to the unit co-ordinator via video conference in week 10 or 11; or
B) you can choose to record your presentation and submit the video file via Moodle or YouTube. If you select this option, you should record each team member presenting their part of the presentation and then combine the recordings into one single video file. Please note that it is important that you are visible in the presentation video - hence, submitting slides with voice-over is not sufficient for this assessment. It is recommended you use software such as Camtasia or zoom, which allows you to be in the video, while also giving you the opportunity to share your PowerPoint slides with the audience. It is your responsibility to ensure appropriate video and audio quality.

Report:

The report should be **1,250 to 1,500 words**, excluding preliminaries, tables, figures, references and appendices. To successfully complete this part of the assessment, you are required to research literature about the challenges that organisations face when trying to implement Design Thinking. You are required to compare your group's experience of Design Thinking with the realities of implementing Design Thinking in an established organisation, based on your literature research. You may choose a specific organisation or you may keep your discussion generic. An absolute minimum of 8 references is required (most of these must be academic, peer-reviewed publications, but some may be high-quality practitioner reports).

*****Submission:** One group member must submit the report AND the presentation slides via Moodle by the given deadline. Irrespective of when you carry out your presentation, you will be presenting the slides you have submitted by the deadline. Changes to the slides are not permitted.

*****Self- and Peer-Assessment (SPA):** At the end of term, you are required to complete an SPA questionnaire, in which you are evaluating yourself and your team members; your personal SPA result will be part of assessment 3 (see assessment 3 for more details).

Assessment Due Date

Week 9 Friday (14 Sept 2018) 11:45 am AEST

Return Date to Students

Results and feedback will be available in Moodle within 10 business days (2 weeks, excluding university vacation).

Weighting

30%

Assessment Criteria

Assessment criteria - Presentation:

- Ability to describe and critically evaluate a minimum of 10 suitable Design Thinking tools/techniques that your group has utilised, alongside their outcomes (15%)
- Presentation of evidence that your group has utilised these tools/techniques (15%)
- Ability to identify how far your group has progressed in their Design Thinking process (5%)
- Demonstrate a breadth and quality of research by using a minimum of 8 academic sources (5%)
- Correct use of the APA referencing system (5%)
- Ability to work cooperatively in a work-based team to prepare a professional presentation (appropriate personal professional standards in terms of dress, verbal and non-verbal communication consistent with standards expected of professional leaders and managers in the work context) in the nominated format (5%)

Assessment criteria - Report:

- Ability to compare own experience within this unit and the realities of implementing Design Thinking in organisations (15%)
- Demonstrate a breadth and quality of research by using a minimum of 8 high-quality sources (5%)
- Correct use of the APA referencing system (5%)
- Ability to critically discuss challenges of implementing Design Thinking in organisations (20%)
- Ability to construct a complete and professional report in the nominated format consistent with standards expected of professional leaders and managers in the work context (5%)

See Moodle for more detailed assessment rubric. Late submission and academic misconduct penalties apply as per the university regulations.

As Masters students you are required to engage in research as per the Australia Quality Framework (AQF) guidelines. Two specific requirements need to be considered. Students need to demonstrate "a body of knowledge that includes the understanding of recent developments in a discipline and/or area of professional practice, and demonstrate "knowledge of research principles and methods applicable to a field of work and/or learning".

Each unit in the Postgraduate course has a number of required weekly readings in terms of academic texts, journals and business publications that represent the appropriate body of knowledge and recent developments referred to by the AQF. In order to demonstrate the ability to engage in appropriate research, students should read and utilise these texts and journals and publications, and as Masters students, indicate a willingness to research beyond this minimum standard through additional texts, journals and studies that demonstrate an ability to engage in independent research. Students should ensure that they understand the specific research that is required for each assessment piece and recognise that if they meet this minimum requirement, you will receive the minimum grade for demonstrated research. Your attention is drawn to the University's stated position on plagiarism. **THE WORK OF OTHERS, WHICH IS INCLUDED IN THE ASSIGNMENT MUST BE ATTRIBUTED TO ITS SOURCE** (a full list of references must be submitted as part of the assessment).

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online Group

Submission Instructions

A team convenor submits the written report AND presentation slides via Moodle. On-campus students present in class. Distance students submit video or present via video conferencing.

Learning Outcomes Assessed

- Discuss and apply design, innovation and diffusion theories for each of the stages of innovation
- Conduct a needs analysis for design and improvements in social, service, commercial and digital contexts
- Develop ideas for new designs and innovations in social, service, commercial and digital contexts using design thinking
- Discuss and apply design methodology for prototyping your ideas
- Incubate solutions for your innovation ideas for social, service, commercial and digital contexts
- Work collaboratively in groups to design an example of your innovation for social, service, digital and commercial contexts.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

3 Blog and Learning Reflections

Assessment Type

Project (research)

Task Description

This is an **INDIVIDUAL** assessment that consists of **three components**:

1. Blog detailing your weekly activities and learning (multi-media)
2. Reflective report, which details your learning journey and explicitly cross-references the blog (written)
3. Self- and Peer-Assessment of groups from assessment 2 (online questionnaire)

Weekly blog:

Blogs are a useful tool for yourself to keep track of activities you have carried out, as well as to nurture your writing and reflection skills. When published, blogs can also become powerful communication tools that enable you to share your experiences and learning with your stakeholders and the wider community. This assessment enables you to practice your practical blogging skills.

For this assessment, you are required to regularly record your weekly activities in the form of a blog. **Blog entries need to be time stamped** and **demonstrate regular engagement with the Moodle blogging tool** THROUGHOUT

the term. Students who do not engage with the regular blogging activity and attempt to retrospectively write up their thoughts in one go at the end of term will lose out on important marks.

You should make sure your blog entries are **reflective** in nature, rather than merely describing the activities you have carried out – a template will be provided in Moodle to help you with this and on-campus students will be encouraged to use some of the class time to record their reflections. The fact that you are recording your activities and learning on a weekly basis helps you develop your group report (assessment 2), as well as the reflective report (assessment 3). You are strongly encouraged to add photographs, images, videos or other supporting material that may help you reflect. There is no prescribed maximum of entries or words per entry as experience showed that many students find this a useful learning exercise that they want to utilise to its full potential. However, the absolute minimum is 8 time-stamped entries spread across the term. It is best to write at least one entry per week and each entry should be no shorter than 150 words.

The blog component of assessment 3 is part of the assessment requirements and markers will check it for completeness, suitability as a communication tool, and reference material for your reflective report. However, please note that you will not receive detailed written feedback about the blog content.

Reflective report:

While the blog is built throughout the term, the reflective report is to be developed towards the end of the term, as it requires you to present a **critical self-analysis and reflection of your learning** as a result of experiencing Design Thinking activity within this unit. The self-analysis and reflection must consider your **personal development**, as well as the **development of your knowledge** of Design Thinking topics. As a conclusion, students are to develop an **action plan of key events and activities** that they can undertake over the next 6 months to acquire any knowledge, skills and behaviours identified as requiring development.

The reflective report should be submitted as a Word document with a length of **2,500 words (+/- 10%)**, excluding preliminaries, tables, figures and references. Your reflective report must make reference to appropriate academic literature and theory in a critical way. Moreover, the report **MUST** explicitly reference appropriate evidence in your blog using a **clear cross-reference system**. The reflective report must make use of **at least 10 high-quality references** (APA style).

Self- and Peer-Assessment (SPA):

You are required to fill in an online questionnaire, evaluating yourself and the peers you worked with for assessment 2 according to various team working criteria. This SPA questionnaire will be open for two weeks at the end of term and you will receive email communication about it. You are required to provide candid and fair evaluations of yourself and your group mates and – in controversial cases – you may be required to provide additional evidence to back up your evaluations. Please note that **there is NO extension to the cut-off point for this SPA questionnaire** and late completion is NOT possible – students who fail to fill in the SPA by the given deadline will receive a mark of 0 (zero) for this component of assessment 3.

Assessment Due Date

Week 12 Friday (5 Oct 2018) 11:45 am AEST

Return Date to Students

Results and feedback will be available in Moodle on certification date.

Weighting

40%

Assessment Criteria

- Demonstrate regular use of the weekly blog by providing clear cross-referencing between report and at least 8 time-stamped meaningful blog entries THROUGHOUT the term (20%)
- Demonstration of candid and critical self-analysis, including reflection on knowledge AND personal development directly linked to examples of own behaviour to identify personal strengths and weaknesses (30%)
- Ability to devise an action plan, supported by literature, that addresses key development needs and identifies specific activities and appropriate timeframes for implementation (20%)
- Demonstrate a breadth and quality of research by using a minimum of 10 high-quality sources (10%)
- Correct use of the APA referencing system (10%)
- Contribution to the group in assessment 2 as evaluated by yourself and your group members (Self- and Peer-Assessment) (10%)

See Moodle for more detailed assessment rubric. Late submission and academic misconduct penalties apply as per the university regulations.

As Masters students you are required to engage in research as per the Australia Quality Framework (AQF) guidelines. Two specific requirements need to be considered. Students need to demonstrate “a body of knowledge that includes the understanding of recent developments in a discipline and/or area of professional practice, and demonstrate “knowledge of research principles and methods applicable to a field of work and/or learning”.

Each unit in the Postgraduate course has a number of required weekly readings in terms of academic texts, journals and business publications that represent the appropriate body of knowledge and recent developments referred to by the

AQF. In order to demonstrate the ability to engage in appropriate research, students should read and utilise these texts and journals and publications, and as Masters students, indicate a willingness to research beyond this minimum standard through additional texts, journals and studies that demonstrate an ability to engage in independent research. Students should ensure that they understand the specific research that is required for each assessment piece and recognise that if they meet this minimum requirement, you will receive the minimum grade for demonstrated research. Your attention is drawn to the University's stated position on plagiarism. THE WORK OF OTHERS, WHICH IS INCLUDED IN THE ASSIGNMENT MUST BE ATTRIBUTED TO ITS SOURCE (a full list of references must be submitted as part of the assessment).

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

Regular use of the Moodle blog tool (time-stamped); Word document (reflective report); SPA questionnaire to be filled in online by the given deadline

Learning Outcomes Assessed

- Develop ideas for new designs and innovations in social, service, commercial and digital contexts using design thinking
- Discuss and apply design methodology for prototyping your ideas
- Incubate solutions for your innovation ideas for social, service, commercial and digital contexts
- Work collaboratively in groups to design an example of your innovation for social, service, digital and commercial contexts.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

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