



MGMT20140 *Design Thinking for Managers*

Term 2 - 2020

Profile information current as at 19/05/2022 10:06 pm

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 provides you with the opportunity to consider the broad application of design thinking in business and management. You will explore the role and potential of design in social, commercial, service and digital contexts by studying topics such as designing for the future, concurrent and customer design and designing for improvements for the current environment. You will be exposed to design thinking processes, tools and techniques, while also reflecting on the notions of design as aesthetics, design as mindset, thought and philosophy, 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 - 2020

- Brisbane
- Melbourne
- Online
- 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. **Written Assessment**

Weighting: 20%

2. **Group Work**

Weighting: 40%

3. **Reflective Practice Assignment**

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 feedback; casual staff feedback; self-reflection

Feedback

The interactive and creative activities in the workshops make the unit and content very engaging.

Recommendation

Ensure that activities like these are available in other units (especially those that also focus on elements of innovation and entrepreneurship) so as to keep such engaging activities available to students in other contexts.

Unit Learning Outcomes

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

1. Develop an advanced and integrated understanding of design thinking
2. Critically analyse, reflect on and develop the key competencies and mind set required to successfully manage design thinking projects
3. Critically apply design thinking methodology to creatively and analytically identify and address complex problems
4. Synthesise complex data and design thinking theories to generate, prototype and critically evaluate solutions
5. Interpret and successfully apply knowledge related to design thinking and personal development via a range of creative media.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Written Assessment - 20%	•				•
2 - Group Work - 40%	•	•	•	•	
3 - Reflective Practice Assignment - 40%		•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Knowledge	◦	◦		◦	

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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 - Written Assessment - 20%	○	○	○	○		○		
2 - Group Work - 40%	○	○	○	○	○	○	○	
3 - Reflective Practice Assignment - 40%	○	○	○	○	○	○	○	

Textbooks and Resources

Textbooks

MGMT20140

Prescribed

Designing For Growth : A Design Thinking Tool Kit For Managers

Edition: - (2011)

Authors: Jeanne Liedtka, Tim Ogilvie author

Columbia University Press

Chichester , New York , USA

ISBN: ISBN: 9780231158381

Binding: eBook

Additional Textbook Information

Students can get access to soft copy of the book (online from e-reading lists) If you prefer to study with a paper copy, they are available at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code).

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 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Stephanie Macht Unit Coordinator
s.macht@cqu.edu.au

Schedule

Week 1 - Introduction to Design Thinking - 13 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Module 1 - Introduction to Design Thinking for Managers	Liedtka, J., & Ogilvie, T. (2011). <i>Designing for Growth: a Design Toolkit for Managers</i> . Columbia University Press. Chapters 1 & 3 " Why Design" and "Visualization"	The lecture introduces the unit's key concepts, Design Thinking tools, and assessments. The workshop contains a combination of activities, including: experiential Design Thinking activities; opportunities to work on your assessments; application of Design Thinking tools; feedback opportunities; time to reflect and blog; etc. Participation in workshop activities is required for Assessments 2 and 3. In order to participate at the workshop, you should attend the lecture and be familiar with its contents. Get to know each other and start forming teams. Start writing your blog. The blog is a key component of Assessment 3. The blog must be written throughout the semester.

Week 2 - Design Thinking Processes - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Module 2 - The Design Thinking Process	Liedtka, J., & Ogilvie, T. (2011). <i>Designing for Growth: a Design Toolkit for Managers</i> . Columbia University Press. Chapter 2 "Four Questions, Ten Tools" D.School publication "Bootcamp Bootleg"; available in Moodle, in the section Module 2.	The lecture introduces the Design Thinking process and relevant Design Thinking tools. The workshop contains a combination of activities, including: experiential Design Thinking activities; opportunities to work on your assessments; application of Design Thinking tools; feedback opportunities; time to reflect and blog; etc. **Assessment Briefing** Get to know each other and start forming teams. Build your blog. The blog is a key component of Assessment 3. The blog must be written throughout the semester.

Week 3 - Design Thinking Theory - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Module 3 - Theories underlying Design Thinking

Leifer, L.J., & Steinhert, M. (2011). Dancing with ambiguity: Causality behavior, design thinking and triple loop learning, *Information Knowledge Systems Management*, 10(1-4), 151-173.
 Welsh, M.A., & Dehler, G.E. (2013). Combining critical reflection and design thinking to develop integrative learners, *Journal of Management Education*, 37(6), 771-802.

The lecture focuses on the theories underlying Design Thinking. The workshop contains a combination of activities, including: experiential Design Thinking activities; opportunities to work on your assessments; application of Design Thinking tools; feedback opportunities; time to reflect and blog; etc.
****Assessment Briefing****
 Get to know each other and start forming teams.
Build your blog. The blog is a key component of Assessment 3. The blog must be written throughout the semester.

Week 4 - Problem Finding and Needs Analysis - 03 Aug 2020

Module/Topic

Chapter

Events and Submissions/Topic

Module 4 - Problem Finding and Needs Analysis

Liedtka, J., & Ogilvie, T. (2011). *Designing for Growth: a Design Toolkit for Managers*. Columbia University Press.
 Chapter 11 "Customer Co-creation"

The lecture introduces Design Thinking tools relevant to Problem Finding and Needs Analysis. The workshop contains a combination of activities, including: experiential Design Thinking activities; opportunities to work on your assessments; application of Design Thinking tools; feedback opportunities; time to reflect and blog; etc.
Teams need to be finalised by next week (week 5)
Build your blog. The blog is a key component of Assessment 3. The blog must be written throughout the semester.

Individual Poster Due: Week 4 Friday (7 Aug 2020) 11:55 pm AEST

Week 5 - Needs Analysis and Problem Solving - 10 Aug 2020

Module/Topic

Chapter

Events and Submissions/Topic

Module 5 - Needs Analysis and Problem Solving

Liedtka, J., & Ogilvie, T. (2011). *Designing for Growth: a Design Toolkit for Managers*. Columbia University Press.
 Chapters 4 & 7 "Journey Mapping" and "Brainstorming"

The lecture introduces Design Thinking tools relevant to Needs Analysis and Problem Solving. The workshop contains a combination of activities, including: experiential Design Thinking activities; opportunities to work on your assessments; application of Design Thinking tools; feedback opportunities; time to reflect and blog; etc.
****Assessment Briefing****
 Teams are finalised this week. Start working in your teams to find and deeply understand a problem as required for Assessment 2.
Build your blog. The blog is a key component of Assessment 3. The blog must be written throughout the semester.

Vacation Week - 17 Aug 2020

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/or use this week to continue to work through the Design Thinking tools to find and deeply understand a problem as required for Assessment 2. Build your blog. The blog is a key component of Assessment 3. The blog must be written throughout the semester.

Week 6 - Research Skills for Design Thinking - 24 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Module 6 - Research Skills for Design Thinking	Liedtka, J., & Ogilvie, T. (2011). <i>Designing for Growth: a Design Toolkit for Managers</i> . Columbia University Press. Chapters 5 & 6 "Value Chain Analysis" and "Mind Mapping"	The lecture introduces Design Thinking tools relevant to Design research. The workshop contains a combination of activities, including: experiential Design Thinking activities; opportunities to work on your assessments; application of Design Thinking tools; feedback opportunities; time to reflect and blog; etc. Keep working in your teams to more deeply understand your chosen problem as required for Assessment 2. Build your blog. The blog is a key component of Assessment 3. The blog must be written throughout the semester.

Week 7 - Ethics, empathy and analysis in Design Research - 31 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Module 7 - Ethics, Empathy and Analysis in Design Thinking Research	Liedtka, J., & Ogilvie, T. (2011). <i>Designing for Growth: a Design Toolkit for Managers</i> . Columbia University Press. Chapter 8 & 9 "Concept Development" and "Assumption Testing"	The lecture introduces Design Thinking tools relevant to ethics, empathy and analysis in Design Thinking. The workshop contains a combination of activities, including: experiential Design Thinking activities; opportunities to work on your assessments; application of Design Thinking tools; feedback opportunities; time to reflect and blog; etc. Keep working in your teams to more deeply understand your chosen problem and start working on potential solutions, as required for Assessment 2. Build your blog. The blog is a key component of Assessment 3. The blog must be written throughout the semester.

Week 8 - Rapid Prototyping - 07 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Module 8 - Rapid Prototyping

Liedtka, J., & Ogilvie, T. (2011).
Designing for Growth: a Design Toolkit for Managers. Columbia University Press.
Chapter 10 "Rapid Prototyping"

The lecture introduces Design Thinking tools relevant to Rapid Prototyping. The workshop contains a combination of activities, including: experiential Design Thinking activities; opportunities to work on your assessments; application of Design Thinking tools; feedback opportunities; time to reflect and blog; etc.

Keep working in your teams to more deeply understand your chosen problem and prototype potential solutions as required for Assessment 2.

Build your blog. The blog is a key component of Assessment 3. The blog must be written throughout the semester.

Week 9 - Design the (Learning) Launch - 14 Sep 2020

Module/Topic

Chapter

Events and Submissions/Topic

Module 9 - Design the (Learning) Launch

Liedtka, J., & Ogilvie, T. (2011).
Designing for Growth: a Design Toolkit for Managers. Columbia University Press.
Chapter 12 "Learning Launch"

The lecture introduces Design Thinking tools relevant to the Learning Launch and Full Launch. The workshop contains a combination of activities, including: experiential Design Thinking activities; opportunities to work on your assessments; application of Design Thinking tools; feedback opportunities; time to reflect and blog; etc.

Group presentation and group report Due: One group member submits the presentation slides and report component of Assessment 2 via Moodle
Keep working in your teams to keep progressing your chosen problem and potential solutions, as required for Assessment 2.
Build your blog. The blog is a key component of Assessment 3. The blog must be written throughout the semester.

Group Presentation and Group Report Due: Week 9 Friday (18 Sept 2020) 11:55 pm AEST

Week 10 - Design Presentations & Co-creation 1 - 21 Sep 2020

Module/Topic

Chapter

Events and Submissions/Topic

Module 10 - Design Presentations & Co-creation 1 (Assessment 2 Presentations)

There are no prescribed readings this week.

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.
Build your blog. The blog is a key component of Assessment 3. The blog must be written throughout the semester.

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

****Assessment briefing****

Week 11 - Design Presentations & Co-creation 2 - 28 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Module 10 - Design Presentations & Co-creation 2 (Assessment 2 Presentations)	There are no Prescribed Readings this week.	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. Build your blog. The blog is a key component of Assessment 3. The blog must be written throughout the semester. Complete the Self- and Peer-review Assessment (SPA).

Week 12 - Design the Designer (Personal Development) - 05 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
Module 12 - Design the Designer (Personal Development)	There are no Prescribed Readings this week.	The lecture introduces Design Thinking tools relevant to Personal Development. The workshop contains a combination of activities, including: experiential Design Thinking activities; opportunities to work on your assessments; application of Design Thinking tools; feedback opportunities; time to reflect and blog; etc. Complete the Self-and Peer-Assessment (SPA) Due: Week 12, Friday 9th October 2020, 11:55 pm (AEST). Individual Blog and Learning Reflections Due: Week 12 Friday (9 Oct 2020) 11:55 pm AEST

Term Specific Information

Assessment Tasks

1 Individual Poster

Assessment Type

Written Assessment

Task Description

This is an **INDIVIDUAL, WRITTEN assessment**. You are required to design an A2-sized poster to demonstrate your visualisation, summarising, prioritising and synthesising skills (these are key skills in Design Thinking!). 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. It is the responsibility of the poster designer to ensure the poster is self-explanatory and does not require extensive interpretation from the audience. In order to complete this assessment you are required to design a poster, which clearly addresses the following question: **What does 'human-centred design' mean and how does the Design Thinking process place the human at its centre?**

To be successful in this assessment, you are required to research academic/scholarly (published peer reviewed journals) literature and make use of effective and suitable visualisation techniques in order to design a carefully constructed and logical poster, which clearly displays your answer to the above question.

More specifically your poster should:

- clearly address the question;
- be logically structured and aesthetically pleasing;

- refer to correct material you have read in the literature (you should include a MINIMUM of 3 scholarly 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);
- present a clear and concise message (in title and other content);
- contain sufficient detail that a layperson (without specific background in Design Thinking) can understand what you are trying to say;
- use relevant visualisation techniques* to visually display the message and content of your poster; and
- use text sparingly (**MAXIMUM of 300 words, excluding title and reference list, is permitted**).

***NOTE:** This may include graphics, but you need to remember that this does NOT mean cutting and pasting graphics from the internet or other sources - plagiarism of visual content will be treated in the same manner as plagiarism of text. You must use ONE SINGLE PowerPoint slide as your poster (see the template on Moodle). For this unit, you do not have to print the poster but it has to be clearly visible on a standard-sized computer monitor once PowerPoint is set to 'Slide Show' mode. Please see Moodle for further advice on how to create, structure and design effective posters. Supporting material and additional advice is available in Moodle and during class times.

Assessment Due Date

Week 4 Friday (7 Aug 2020) 11:55 pm AEST

Return Date to Students

Results and Feedback will be available in Moodle within 10 business days (2 weeks, excluding University vacation). You will find your mark and feedback through the Feedback Studio portal on Moodle.

Weighting

20%

Assessment Criteria

- Demonstrated understanding of Design Thinking by providing correct information on the poster (30%)
- Demonstrated synthesis and summarising skills by displaying a clear and concise message on the poster (30%)
- Ability to effectively use visualisation techniques, structure, aesthetics and layout on the poster (20%)
- Demonstrate a breadth and depth of research by using a **minimum of 3 academic sources** (10%)
- Correct use of the APA referencing system (10%)

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

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

ONE SINGLE A2-sized PowerPoint slide (other formats must be avoided); electronic submission to Turnitin via Moodle

Learning Outcomes Assessed

- Develop an advanced and integrated understanding of design thinking
- Interpret and successfully apply knowledge related to design thinking and personal development via a range of creative media.

Graduate Attributes

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

2 Group Presentation and Group Report

Assessment Type

Group Work

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 'deep dive' and thoroughly understand the chosen problem (you may also develop ideas for innovations that address/improve the problem you have identified but this is not compulsory);
- present the Design Thinking process that you have applied to identify and understand the problem; and
- develop a brief written report (which may include visualisations) critically exploring how your group could carry out iterative rapid prototyping for your chosen problem if social distancing, funds and time were not an issue.

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 (synchronous) and via Discussion Forums (asynchronous) to practice and refine your Design Thinking skills.

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

1. **Oral presentation** of your group's Design Thinking process
2. **Written report** that critically reflects on iterative rapid prototyping without constraints

Presentation:

The presentation explains and critiques the specific Design Thinking activities your team has carried out to deeply understand the problem you have chosen - there is no maximum of activities you should carry out as this depends upon how you progress with your problem finding and deep dive, 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. A visual representation of the Design Thinking process you have carried out by the time of the presentation (i.e. How do the Design Thinking activities you carried out relate to one another?).
2. A brief description and critique of each activity you have carried out (i.e. What did you do and why?).
3. A brief explanation of what your group has learnt about your chosen problem after each activity (i.e. How did your understanding of your chosen problem develop?).
4. Demonstrated evidence that you have carried out each activity you present (e.g. photos of your involvement with the activities; screenshots of group meetings with relevant shared screen; prototypes; scanned brainstorming notes; etc.).

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 DEEP UNDERSTANDING of the problem, not with the REFLECTIONS on your personal learning - the latter is the content of assessment 3. An absolute **minimum of 10 academic references is required**. Further supporting material is available in Moodle.

Presentations should be **between 15 and 20 minutes** in duration - presenters will be stopped if they go over the 20 minute mark. Each team member should contribute roughly equally. **Presentations should make use of PowerPoint slides, which have to be submitted via Moodle by the given deadline.**

Student groups will present live in the zoom (online) workshop in week 10 or 11. Students who do not attend their timetabled workshop class or are late for their presentation will receive a mark of 0 (zero) for the entire presentation component; if unforeseen emergency situations occur, clear evidence thereof is required to avoid this penalty. Please note that it is important that you are visible in the presentation - hence, please ensure you have access to a webcam with microphone.

Report:

This is a GROUP report, which should be **1,000 to 1,500 words**, excluding preliminaries, tables, figures, references and appendices. **The report will differ in content to the presentation.** To successfully complete this part of the assessment, you must critically explore how your group could carry out iterative rapid prototyping for your chosen problem if social distancing, funds and time were not an issue. The report may contain visualisations or other visual aids if suitable and it must be fully referenced in accordance with the APA referencing system - an absolute **MINIMUM of 8 academic references** is required.

*****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 between submission and presentation 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 (18 Sept 2020) 11:55 pm AEST

Return Date to Students

Results and feedback will be available in Moodle within 10 business days (2 weeks, excluding university vacation). You will find your mark and feedback through the Feedback Studio portal on Moodle

Weighting

40%

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 (10%)
- Ability to describe how each activity developed your group's understanding of the chosen problem (10%)
- Presentation of evidence that your group has utilised these tools/techniques (10%)
- Ability to visually display the group's Design Thinking process (5%)
- Demonstrate a breadth and quality of research by using a minimum of 10 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 critically evaluate iterative rapid prototyping options (15%)
- Ability to apply knowledge of Design Thinking rapid prototyping to own chosen Design Thinking problem (15%)
- 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 (10%)
- Demonstrate a breadth and quality of research by using a minimum of 8 high-quality academic sources (5%)
- Correct use of the APA referencing system (5%)

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

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online Group

Submission Instructions

One group member must submit the report AND the presentation slides via Turnitin on Moodle, irrespective of when the presentation is scheduled. Changes to the slides between submission and presentation are NOT permitted. All students present during their timetabled online workshop in week 10 or 11.

Learning Outcomes Assessed

- Develop an advanced and integrated understanding of design thinking
- Critically analyse, reflect on and develop the key competencies and mind set required to successfully manage design thinking projects
- Critically apply design thinking methodology to creatively and analytically identify and address complex problems
- Synthesise complex data and design thinking theories to generate, prototype and critically evaluate solutions

Graduate Attributes

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

3 Individual Blog and Learning Reflections

Assessment Type

Reflective Practice Assignment

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, to keep a record of your learning, and 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. **Blog entries MUST NOT BE EDITED** - if you wish to add or change something you wrote earlier, please write another entry instead of editing and outline what you would change.

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 students will be encouraged to use some of the timetabled workshop time to record their reflections. The fact that you are recording your activities and learning on a weekly basis helps you develop your group presentation (assessment 2), as well as your individual reflective report (assessment 3). You are strongly encouraged to add photographs, images, videos, reading material, 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.

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 report is NOT a weekly repetition or summary of the blogs. Instead, it is an overall self-analysis and reflection of your own strengths and weaknesses in terms of: (1) your knowledge of Design Thinking and related topics; (2) your Design Thinking skills; and (3) your Design Thinking mind-set. It is recommended you seek to reflect on these elements during your weekly blogs to facilitate development of the report.

As a conclusion, you are to develop an action plan of specific key events and activities that you can undertake over the next 6 months to acquire any knowledge, skills and mind-set changes that your report identified as being weak. 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 academic 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 (9 Oct 2020) 11:55 pm 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 reflection on knowledge, skills **AND** mind-set directly linked to examples of

- own behaviour from engagement with Design Thinking (20%)
- Demonstration of candid and critical self-analysis to identify personal strengths and weaknesses as a result of the reflection (15%)
- Ability to devise an action plan, supported by literature, that addresses key development needs and identifies specific activities and appropriate time frames for implementation (15%)
- 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%)

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

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

Learning Outcomes Assessed

- Critically analyse, reflect on and develop the key competencies and mind set required to successfully manage design thinking projects
- Critically apply design thinking methodology to creatively and analytically identify and address complex problems
- Synthesise complex data and design thinking theories to generate, prototype and critically evaluate solutions
- Interpret and successfully apply knowledge related to design thinking and personal development via a range of creative media.

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