



# SOCL11059 *Introducing Social Change*

## Term 1 - 2023

Profile information current as at 20/05/2024 11:47 am

All details in this unit profile for SOCL11059 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

In this unit you will examine key processes of social change and power that are needed to address the challenges facing people and the planet. By drawing on the work of a range of social change leaders and new paradigms from a range of social sectors - production, consumption, distribution, exchange and finance - you will begin developing skills in leading social change. You will explore processes of self change and social change as well as the social innovations that will be part of developing a new economy, society and sustainable environment into the 21st Century.

#### Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

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 1 - 2023

- Online

#### Attendance Requirements

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

#### Website

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

## Class and Assessment Overview

### Recommended Student Time Commitment

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

### Class Timetable

#### [Regional Campuses](#)

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

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Portfolio**

Weighting: 50%

#### 2. **Written Assessment**

Weighting: 50%

### 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 Unit Evaluation

##### Feedback

Release of the weekly topic lecture at the start of the week.

##### Recommendation

Early release of the lecture notes and recording will be implemented.

#### Feedback from Student Unit Evaluation

##### Feedback

Include more information on key concepts and topics in the PowerPoint lecture notes.

##### Recommendation

The PowerPoint lecture notes will be updated and attention given to providing students with more information on key concepts and topics to scaffold student learning and support the set readings.

#### Feedback from Student Unit Evaluation

##### Feedback

Found the lectures to be good and of a suitable length.

##### Recommendation

Attention will continue to be invested in providing useful lectures and in a format to support student learning.

#### Feedback from Student Unit Evaluation

##### Feedback

Great feedback on the assignments provided.

##### Recommendation

Students' learning and development of academic thinking and writing skills will continue to be supported through feedback.

## Unit Learning Outcomes

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

1. Explain how social innovation can address wicked social problems
2. Discuss case studies addressing social change across a range of sectors
3. Apply human centred design principles and re-framing to a social change problem
4. Explain your role in generating positive social and environmental change.

Nil

## Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level   • Introductory Level   • Intermediate Level   • Graduate Level   ◦ Professional Level   ◦ Advanced Level

### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Portfolio - 50%	•	•	•	
2 - Written Assessment - 50%	•		•	•

## Alignment of Graduate Attributes to Learning Outcomes

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

## Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Portfolio - 50%			•					•	•	
2 - Written Assessment - 50%			•					•	•	

## Textbooks and Resources

### Textbooks

There are no required textbooks.

### 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

**Susan Rockloff** Unit Coordinator  
[s.rockloff@cqu.edu.au](mailto:s.rockloff@cqu.edu.au)

## Schedule

### Week 1 - 06 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
PART ONE: MICRO PERSPECTIVE Introducing Sociology and changemaking: Private troubles to public issues Exploring key concepts - social change, social innovation, changemaker	Check the e-Reading list on the Moodle site for the complete set of required readings <b>Complete</b> iChange Module 1&2 Historical social innovation (see CQU website - iChange page)	

### Week 2 - 13 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
From direct service delivery to participatory process AND Human centred (Participatory) design processes	<b>Complete</b> iChange Module 2 Types of social impact	

### Week 3 - 20 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Wicked social problems AND Complex problems & change processes	<b>Complete</b> iChange Module 3 Megatrends & wicked problems	

### Week 4 - 27 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Leadership and social change AND Social movements and social change	<b>Complete</b> iChange Module 4 Exploring opportunities <b>Complete</b> iChange Module 5 & 6 Who does social innovation? Why me?	

**Week 5 - 03 Apr 2023**

Module/Topic	Chapter	Events and Submissions/Topic
<b>PART TWO: MACRO PERSPECTIVE</b> Global megatrend # 1. Adapting to a changing climate	Naughtin et al. (2022) <a href="#">Our future world</a>	<b>Portfolio (1600 words)</b> Due: Week 5 Friday (7 Apr 2023) 11:00 pm AEST

**Vacation Week - 10 Apr 2023**

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 6 - 17 Apr 2023**

Module/Topic	Chapter	Events and Submissions/Topic
Global megatrends # 2. Leaner, cleaner and greener	Naughtin et al. (2022) <a href="#">Our future world</a>	

**Week 7 - 24 Apr 2023**

Module/Topic	Chapter	Events and Submissions/Topic
Global megatrends # 3. The escalating health imperative	Naughtin et al. (2022) <a href="#">Our future world</a>	

**Week 8 - 01 May 2023**

Module/Topic	Chapter	Events and Submissions/Topic
Global megatrends # 4. Geopolitical shifts	Naughtin et al. (2022) <a href="#">Our future world</a>	

**Week 9 - 08 May 2023**

Module/Topic	Chapter	Events and Submissions/Topic
Global megatrends # 5 Diving into digital	Naughtin et al. (2022) <a href="#">Our future world</a>	

**Week 10 - 15 May 2023**

Module/Topic	Chapter	Events and Submissions/Topic
Global megatrends # 6. Increasingly autonomous	Naughtin et al. (2022) <a href="#">Our future world</a>	

**Week 11 - 22 May 2023**

Module/Topic	Chapter	Events and Submissions/Topic
Global megatrends #7 Unlocking the human dimension	Naughtin et al. (2022) <a href="#">Our future world</a>	

**Week 12 - 29 May 2023**

Module/Topic	Chapter	Events and Submissions/Topic
Micro-Macro synthesis & overview		<b>Case Study (1500 words)</b> Due: Week 12 Wednesday (31 May 2023) 11:00 pm AEST

**Review/Exam Week - 05 Jun 2023**

Module/Topic	Chapter	Events and Submissions/Topic
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**Exam Week - 12 Jun 2023**

Module/Topic	Chapter	Events and Submissions/Topic
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**Assessment Tasks****1 Portfolio (1600 words)****Assessment Type**

Portfolio

## Task Description

### Aim

This assessment aims to have you reflect on the unit materials and use your sociological understanding by answering four portfolio questions. The questions offered require you to demonstrate an understanding of wicked social problems, the social change process, and knowledge of the human-centred design principles.

### Instructions

You are required to submit a portfolio containing four 400-word answers (total 1600 words). Each question will be marked out of 20%, with 15% for referencing and 5% for writing quality overall to reach a total of 100%. Please see the Assessment 1 marking rubric.

Select four of the numbered activities/questions from the list below and provide an answer to each.

1. Select one wicked social problem from the following options (Climate change, poverty, discrimination, inequality). Identify a relevant social innovation for your selected wicked social problem and explain how it addresses the problem. Use examples in your answer to demonstrate your understanding of wicked problems and social innovations.
2. Read the case study options provided on the Moodle site for the Portfolio assessment (e.g., ethical sourcing of products by businesses). Select one of the case studies and discuss the social change solution implemented to support a marginalised social group. In your answer consider some of the principles of social change covered in the unit.
3. Select a social change movement (e.g., LGBTQ+ rights movement, women's movement, labour movement) and briefly discuss the transformation of cultural and social norms for social change through the exercise of individual and collective power.
4. Identify one of the following social issues (income inequality, poverty, exploitative labour practices, unethical business practices). Use this social issue to discuss how re-framing the problem influences our understanding of it and presents the dominant discourse.
5. From the literature, identify where a human-centred design process has been applied to a social issue in an organisation, community, industry, sector, or government to produce social change. Explain the key principles that underly this process.

Please do not use dot points or numbered lists in your answer. You are encouraged to discuss your ideas and resources with the unit coordinator and others in the Moodle Discussion Forum and Zoom tutorial sessions.

A brief, concisely written answer to the question is more effective than a long, winded general comment. Where appropriate, refer to the literature to support your discussion and provide an in-text citation for sources you use. If you do use a direct quote, it should only be included if you then comment on what the author has said. If you use a direct quote as part of your discussion it must be indicated as such, and you will need to provide full reference details in APA referencing style.

Please follow the steps below to complete your assessment task:

1. Read the relevant required readings and view the weekly topic resources and tutorial material on the Moodle site and in the e-Reading list.
2. Familiarise yourself with the key concepts, perspectives, processes and principles covered in the unit.
3. Search the CQU library and databases for useful references for each of the chosen questions and undertake further reading.
4. Draft an outline for each of the four answers before writing your response. Use examples to illustrate your applied understanding.
5. Provide in-text citations to support your discussion and add a single reference list at the end of your portfolio.

### Literature and references

In this assessment use a minimum of 5 contemporary references (<10 years) to support your discussion. You may use the set readings and seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies.

### Requirements

- Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 2.0 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word). Include page numbers on the top right side of each page in a header.
- Write in the third-person perspective.
- Use formal academic language.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#).
- The word count is considered from the introduction's first word to the conclusion's last word. The word count excludes the reference list but includes in-text references and direct quotations. No table of contents, abstract, introduction, conclusion, or appendices are required for this assignment. The answers do not need images, tables, and graphs inserted in the portfolio or attached as appendices.

### Resources

You can use unit provided materials found in the e-Reading list, and other credible sources (e.g., journal articles, books,

grey literature) to reference your argument. The quality and credibility of your sources are important. We recommend that you access your discipline specific [library guide](#): the [Social Work and Community Services Guide](#). We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the [CQUniversity Library website](#). For information on academic communication please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources including information for students with English as a second language. Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. [Instructions are available here](#).

### Assessment Due Date

Week 5 Friday (7 Apr 2023) 11:00 pm AEST

### Return Date to Students

Week 7 Monday (24 Apr 2023)

### Weighting

50%

### Assessment Criteria

#### Marking Criteria

Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned.

#### Re-attempt

In this unit, you may be offered to re-attempt a failed assessment task to demonstrate your achievement of one or more of the unit's learning outcomes. A re-attempt will only be considered if you have demonstrated a reasonable attempt to complete every part of the assessment task.

If the Unit Coordinator allows you to re-attempt an assessment task, you must resubmit your revised work within seven (7) consecutive days of being notified about the re-attempt opportunity. A re-attempted assessment will receive a mark no greater than the minimum pass mark allowable for the original assessment task.

## Assessment 1 Marking Rubric T1 2023.

	HD (84.5-100%)	D (74.5-84.4%)	C (64.5-74.4%)	P (49.5-64.4%)	F (0-49.4%)
<b>Word count (5%)</b>					
<b>Demonstrates adherence to the word count.</b>	4.3-5 All responses adhere to the word count.	3.8-4.2 Adheres to the word count for three of the four responses.	3.2-3.7 Adheres to the word count for two of the four responses.	2.5-3.1 Adheres to the word count for one of the four responses.	0-2.4 Fails to adhere to the word count for all four responses.
<b>Approach and Argument (80%)</b> *each answer is worth 20% (to total 80% of the overall mark). Each response will be marked against the relevant criteria.					
<b>Q1. Examines a social innovation for a wicked social problem &amp; demonstrates how the problem is addressed.</b>	<b>17-20 Answer 1.</b> Content provides comprehensive and critical discussion and includes: Independent reading and research, relevant arguments, supporting examples, relevant concepts & evidence of originality (20%)	<b>14.9-16.9</b> Content provides strong and appropriate discussion and includes: Independent reading and research, relevant arguments, supporting examples, relevant concepts & evidence of originality	<b>12.9-14.8</b> Content provides adequate discussion and includes: Independent reading and research, relevant arguments, supporting examples, relevant concepts & evidence of originality	<b>9.9-12.8</b> Content provides mostly relevant discussion and includes: Independent reading and research, relevant arguments, supporting examples, relevant concepts & evidence of originality	<b>0-9.8</b> Content provides no or inadequate discussion and lacks many: Independent reading and research, relevant arguments, supporting examples, relevant concepts & evidence of originality
<b>Q2. Discusses a social change solution from a chosen case study &amp; shows how it supports a marginalised group &amp; covers social change principles.</b>	<b>17-20 Answer 2.</b> Content provides comprehensive and critical discussion and includes: Independent reading and research, relevant arguments, supporting examples, relevant concepts & evidence of originality.	<b>14.9-16.9</b> Content provides strong and appropriate discussion and includes: Independent reading and research, relevant arguments, supporting examples, relevant concepts & evidence of originality	<b>12.9-14.8</b> Content provides adequate discussion and includes: Independent reading and research, relevant arguments, supporting examples, relevant concepts & evidence of originality	<b>9.9-12.8</b> Content provides mostly relevant discussion and includes: Independent reading and research, relevant arguments, supporting examples, relevant concepts & evidence of originality	<b>0-9.8</b> Content provides no or inadequate discussion and lacks many: Independent reading and research, relevant arguments, supporting examples, relevant concepts & evidence of originality
<b>Q3. Discusses how a social change movement brings about social change by transforming social &amp; cultural norms &amp; the exercise of power (individual &amp; collective).</b>	<b>17-20 Answer 3.</b> Content provides comprehensive & critical discussion and includes: Independent reading & research, relevant arguments, supporting examples, relevant concepts & evidence of originality.	<b>14.9-16.9</b> Content provides a strong and appropriate discussion and includes: Independent reading and research, relevant arguments, supporting examples, relevant concepts & evidence of originality.	<b>12.9-14.8</b> Content provides adequate discussion and includes: Independent reading and research, relevant arguments, supporting examples, relevant concepts & evidence of originality.	<b>9.9-12.8</b> Content provides mostly relevant discussion and includes: Independent reading and research, relevant arguments, supporting examples, relevant concepts & evidence of originality.	<b>0-9.8</b> Content provides no or inadequate discussion and lacks many: Independent reading and research, relevant arguments, supporting examples, relevant concepts & evidence of originality.



**Q4. Discusses the reframing of a social issue to show how the framing influences our understanding, along with presenting the dominant discourse on the problem.**

**17-20 Answer 4** Content provides comprehensive and critical discussion and includes: Independent reading and research, relevant arguments, supporting examples, relevant concepts & evidence of originality.

**14.9-16.9** Content provides a strong and appropriate discussion and includes: Independent reading and research, relevant arguments, supporting examples, relevant concepts & evidence of originality.

**12.9-14.8** Content provides adequate discussion and includes: Independent reading and research, relevant arguments, supporting examples, relevant concepts & evidence of originality.

**9.9-12.8** Content provides mostly relevant discussion and includes: Independent reading and research, relevant arguments, supporting examples, relevant concepts & evidence of originality.

**0-9.8** Content provides no or inadequate discussion and lacks many: Independent reading and research, relevant arguments, supporting examples, relevant concepts & evidence of originality.

**Q5. Discusses the key principles of the human-centred design process to produce social change from an example found in the literature.**

**17-20 Answer 5.** Content provides comprehensive and critical discussion and includes: Independent reading and research, relevant arguments, supporting examples, relevant concepts & evidence of originality.

**14.9-16.9** Content provides a strong and appropriate discussion and includes: Independent reading and research, relevant arguments, supporting examples, relevant concepts & evidence of originality.

**12.9-14.8** Content provides adequate discussion and includes: Independent reading and research, relevant arguments, supporting examples, relevant concepts & evidence of originality.

**9.9-12.8** Content provides mostly relevant discussion and includes: Independent reading and research, relevant arguments, supporting examples, relevant concepts & evidence of originality.

**0-9.8** Content provides no or inadequate discussion and lacks many: Independent reading and research, relevant arguments, supporting examples, relevant concepts & evidence of originality.

#### Writing quality (5%)

**Shows appropriate grammar, spelling & paragraph structure.**

**4.3-5** Consistently accurate with spelling, grammar, and paragraph structure.

**3.7-4.2** Minimal (2-3) critical spelling, grammar, or paragraph structure errors.

**3.2-3.7** Few (3 - 4) critical spelling, grammar, or paragraph structure errors.

**2.5-3.1** Several (4-5) critical spelling, grammar, or paragraph structure errors.

**0-2.4** Many (>6) spelling, grammar, or paragraph structure errors.

#### Referencing (10%)

**Demonstrates ability to source relevant contemporary references & to apply APA style to in-text referencing.**

**4.3-5** A minimum of 8 contemporary references were used. Consistently integrates references to support and reflect ideas, factual information, and quotations with consistently accurate in-text referencing.

**3.7-4.2** A minimum of 7 contemporary references were used. Generally, integrates references to support and reflect ideas, factual information and quotations with 1 or 2 exceptions. 1-2 consistent in-text referencing errors identified.

**3.2-3.7** A minimum of 6 contemporary references were used. Frequently integrates references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions. 3-4 consistent in-text referencing errors identified.

**2.5-3.1** A minimum of 5 contemporary references were used. Occasionally integrates references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions. 5-6 inconsistent in-text referencing errors were identified.

**0-2.4** The required number of 5 references is not used, or none are contemporary. Fails to or infrequent attempts (>6 errors) to integrate references to support & reflect ideas, factual information & quotations. Inconsistent with APA style. >6 inaccuracies with in-text referencing.

**Demonstrates ability to apply APA referencing list style & prepare a reference list.**

**4.3-5** The list appears in alphabetical order and fully adheres to APA 7<sup>th</sup> Edition reference list presentation guidelines.

**3.7-4.2** The list appears in alphabetical order and consistently adheres to APA 7<sup>th</sup> Edition reference list presentation guidelines.

**3.2-3.7** The list appears in alphabetical order and frequently adheres to APA 7<sup>th</sup> Edition reference list presentation guidelines.

**2.5-3.1** The list appears in alphabetical order and occasionally adheres to APA 7<sup>th</sup> Edition reference list presentation guidelines.

**0-2.4** The list does not appear in alphabetical order and does not adhere to APA 7<sup>th</sup> Edition reference list presentation guidelines.

### Referencing Style

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

### Submission

Online

### Submission Instructions

Submit your assessment via the unit Moodle site in Microsoft Word format only.

### Learning Outcomes Assessed

- Explain how social innovation can address wicked social problems
- Discuss case studies addressing social change across a range of sectors
- Apply human centred design principles and re-framing to a social change problem

### Graduate Attributes

- Critical Thinking
- Ethical practice
- Social Innovation

## 2 Case Study (1500 words)

### Assessment Type

Written Assessment

### Task Description

In a globalised changing world that is being transformed through human interactions and interconnections, social problems are developed in the process. Globalisation is only one of several major factors influencing our society. Other factors are increasing technological impact, economic inequality, and pressure from powerful transnational corporations to name a few. Large-scale social changes in the form of global megatrends have been identified as future forces that will define social, ecological, and economic sectors of society over the next 20 years.

This assessment aims to write a case study using one of the seven global megatrends from the CSIRO report by Naughtin et al. (2022). Discuss how social innovations can be used in conjunction with human-centred design principles

to address a wicked social problem arising from a CSIRO megatrend. In your case study, consider some of the positive social and environmental changes individuals can produce through social innovation and a human-centred design process.

Use the assigned weekly readings and lectures to help complete this task, along with material from the university library and databases. Further assessment information will be available on the Moodle site in the Assessment tile to assist you in your assignment preparation.

### **Instructions**

Within this assignment, you will be required to do the following:

Select one of the global megatrends identified by CSIRO researchers in [Our Future World](#) report (Naughtin et al., 2022) and listed below that will impact Australia in the next 20 years (For further information go to <https://www.csiro.au/en/research/technology-space/data/our-future-world>).

- Adapting to climate change
- Leaner, cleaner, and greener
- The escalating health imperative
- Geopolitical shifts
- Diving the digital
- Increasingly autonomous
- Unlocking the human dimension

**1. COVER PAGE-** include your name, student number, course code and assessment details and word count (mandatory)

### **2. INTRODUCTION**

Provide background information on the focus of the case study and explain the purpose of the case study. Briefly outline what will be covered in the assignment in the sequence it will be presented.

### **3. DISCUSSION**

The discussion must be supported by literature, examples, and evidence of originality.

- a) Choose a global megatrend you want to focus on and identify a wicked social problem. Use the literature to briefly define the problem and challenges.
- b) Discuss using a human-centred design process. Consider the user needs and how these are fulfilled.
- c) Identify a social innovation. Study the literature to identify a social innovation that addresses the wicked social problem and global megatrend chosen. Gather information about the social innovation and the wicked social problem it is trying to solve. The social innovation may be a technology, product or service and must meet the users' needs.
- d) Discuss the positive social and/or environmental changes produced by individuals.

### **4. CONCLUSION**

Summarise the main points that have been made in the case study. It should provide closure and a final perspective on the topic. Restate the focus/aim of the case study in a new and more general way. No new ideas or information should be presented, meaning no references should appear in this part.

### **5. REFERENCES**

#### **Literature and references**

In this assessment, use a minimum of 5 contemporary references (<10 years) to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks, and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian Association of Social Workers.

#### **Requirements**

- Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 2.0 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on the top right side of each page in a header.
- Write in the third-person perspective.
- Use formal academic language.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online CQU [APA Referencing Styling Guide](#).
- The word count is considered from the introduction's first word to the conclusion's last word. The word count excludes the reference list but includes in-text references and direct quotations. Paraphrasing is preferred.
- No table of contents or appendices are required for this assignment.

#### **Resources**

You can use unit provided materials found in the e-Reading list, and other credible sources (e.g., journal articles, books, grey literature) to reference your argument. The quality and credibility of your sources are important.

We recommend that you access your discipline specific [library guide](#): the [Social Work and Community Services Guide](#)

We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available on the [CQUniversity Library website](#).

For information on academic communication please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources including information for students with English as a second

language.

Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. [Instructions are available here.](#)

### Assessment Due Date

Week 12 Wednesday (31 May 2023) 11:00 pm AEST

### Return Date to Students

Exam Week Friday (16 June 2023)

### Weighting

50%

### Assessment Criteria

Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned.

### Reference

Haughtin, C., Hajkowicz, S., Schleiger, E., Bratanova, A., Cameron, A., Zamin, T., & Dutta, A. (2022). Our Future World: Global megatrends impacting the way we live over coming decades.

<https://www.csiro.au/en/research/technology-space/data/our-future-world>

### Re-attempt

In this unit, you may be offered to re-attempt a failed assessment task to demonstrate your achievement of one or more of the unit's learning outcomes. A re-attempt will only be considered if you have demonstrated a reasonable attempt to complete every part of the assessment task.

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## Assessment 2 Marking Rubric T1 2023.

HD (84.5-100%)	D (74.5-84.4%)	C (64.5-74.4%)	P (49.5-64.4%)	F (0-49.4%)
<b>Word count &amp; writing quality (15%)</b>				
<b>4.3-5 Word count (5%)</b> Adheres to the word count.	<b>3.8-4.2</b> Adheres to the word count.	<b>3.2-3.7</b> Adheres to the word count.	<b>2.5-3.1</b> Adheres to the word count.	<b>0-2.4</b> Fails to adhere to the word count.
<b>4.3-5 Writing quality (5%)</b> Consistently accurate with spelling, grammar, and paragraph structure.	<b>3.8-4.2</b> Minimal (2-3) critical spelling, grammar, or paragraph structure errors.	<b>3.2-3.7</b> Few (3 - 4) critical spelling, grammar, or paragraph structure errors.	<b>2.5-3.1</b> Several (4-5) critical spelling, grammar, or paragraph structure errors.	<b>0-2.4</b> Many (>6) spelling, grammar, or paragraph structure errors.
<b>4.3-5 Introduction &amp; Conclusion (5%)</b> Clear and succinct introduction that introduces the topic and outlines the direction of the paper. A clear and succinct conclusion that provides reflection & closure to the topic.	<b>3.8-4.2</b> Clear and appropriate introduction that introduces the topic and outlines the direction of the paper. The conclusion provides a clear and appropriate reflection & closure to the topic.	<b>3.2-3.7</b> Appropriate introduction that introduces the topic and outlines the direction of the paper. Appropriate conclusion to the topic that somewhat outlines some reflection & closure to the topic.	<b>2.5-3.1</b> The introduction is apparent, although consists only of a list of the contents of the paper. The topic is not clearly introduced. The conclusion is apparent, although it consists of only a brief reflection & closure of the topic.	<b>0-2.4</b> No recognisable introduction—the topic is not introduced and/or there is no direction offered in the paper. No recognisable conclusion or the conclusion content is not reflective of the discussion.
<b>Wicked social problems, human-centred design, social change &amp; social innovation (75%)</b>				
<b>12.7-15 Discusses the suitability of the wicked social problem &amp; defining the problem &amp; challenges (15%)</b> Content provides a comprehensive and critical explanation of the suitability & understanding of the problem & challenges to solving the problem.	<b>11.2-12.6</b> Content provides a strong explanation of the suitability & understanding of the problem & challenges to solving the problem.	<b>9.7-11.1</b> Content provides an appropriate explanation of the suitability & understanding of the problem & challenges to solving the problem.	<b>7.5-9.6</b> Content provides an adequate explanation of the suitability & understanding of the problem & challenges to solving the problem.	<b>0-7.4</b> Content provides an inadequate explanation of the suitability & understanding of the problem & challenges to solving the problem. There are little or no supporting examples & readings.
<b>17-20 Discusses using the human-centred design process along with user needs (20%)</b> Content provides a comprehensive explanation of the human-centred design process & identifies user needs. The discussion includes excellent examples.	<b>14.9-16.9</b> Content provides a detailed explanation of the human-centred design process & identifies user needs. The discussion includes good examples.	<b>12.9-14.9</b> Content provides a comprehensive explanation of the human-centred design process & identifies user needs. The discussion uses suitable examples.	<b>9.9-12.8</b> Content provides an adequate explanation of the human-centred design process & identifies user needs. The discussion uses some satisfactory examples.	<b>0-9.8</b> Content provides an inadequate explanation of the human-centred design process & lacks detail on user needs. There is little or no supporting examples & readings.
<b>17-20 Identifies &amp; discusses a social innovation for the wicked social problem &amp; how it works (20%)</b> Content provides a comprehensive explanation of a social innovation & how an identified social innovation solves a wicked social problem.	<b>14.9-16.9</b> Content provides a clear explanation of a social innovation & how an identified social innovation solves a wicked social problem.	<b>12.9-14.9</b> Content provides an appropriate explanation of a social innovation & how an identified social innovation solves a wicked social problem.	<b>9.9-12.8</b> Content provides an adequate explanation of a social innovation & how an identified social innovation solves a wicked social problem.	<b>0-9.8</b> Content provides inadequate or no identification & explanation of a social innovation & how an identified social innovation solves a wicked social problem.

**17-20 Discusses positive social and/or environmental changes produced by individuals. (20%)**  
Content provides a comprehensive overview of positive changes (social, environmental) produced by individuals.

**14.9-16.9** Content provides a clear overview of positive changes (social, environmental) produced by individuals.

**12.9-14.9** Content provides an appropriate overview of positive changes (social, environmental) produced by individuals.

**9.9-12.8** Content provides an adequate overview of positive changes (social, environmental) produced by individuals.

**0-9.8** Content provides inadequate or no overview of positive changes (social, environmental) produced by individuals.

#### Referencing (10%)

**4.3-5** A minimum of 8 contemporary references were used. Consistently integrates references to support and reflect ideas, factual information, and quotations with consistently accurate in-text referencing.

**3.8-4.2** A minimum of 7 contemporary references were used. Generally, integrates references to support and reflect ideas, factual information, and quotations with 1 or 2 exceptions. 1-2 consistent in-text referencing errors identified.

**3.2-3.7** A minimum of 6 contemporary references were used. Frequently integrates references to support and reflect ideas, factual information, and quotations, with 3 or 4 exceptions. 3-4 consistent in-text referencing errors are identified.

**2.5-3.1** A minimum of 5 contemporary references were used. Occasionally integrates references to support and reflect ideas, factual information, and quotations, with 5 or 6 exceptions. 5-6 inconsistent in-text referencing errors were identified.

**0-2.4** The required number of 5 references is not used, or none are contemporary. Fails to or infrequent attempts (>6 errors) to integrate references to support & reflect ideas, factual information & quotations. Inconsistent with APA 7<sup>th</sup> Edition style. >6 inaccuracies with in-text referencing.

**4.3-5 Reference list (5%)** The list appears alphabetically and fully adheres to APA 7<sup>th</sup> Edition reference list presentation guidelines.

**3.8-4.2** The reference list appears alphabetically and consistently adheres to reference list presentation guidelines.

**3.2-3.7** The reference list appears alphabetically and frequently adheres to reference list presentation guidelines.

**2.5-3.1** The reference list appears alphabetically and occasionally adheres to reference list presentation guidelines.

**0-2.4** The reference list does not appear in alphabetical order and does not adhere to reference list presentation guidelines.

#### Referencing Style

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

#### Submission

Online

#### Submission Instructions

Submit your assessment via the unit Moodle site in Microsoft Word format only.

#### Learning Outcomes Assessed

- Explain how social innovation can address wicked social problems
- Apply human centred design principles and re-framing to a social change problem
- Explain your role in generating positive social and environmental change.

#### Graduate Attributes

- Critical Thinking
- Ethical practice
- Social Innovation

## 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