BUSN1006

Wicked Problems

Assessment Guide

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# Assessment overview

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| **Assessment** | **Group/ individual** | **Learning outcomes** | **Min Score** | **Weight** | **Length/ duration** | **Due** |
| 1. Video presentation | Individual | 3 | N/A | 20% | 5 minutes maximum | **Sunday night, end of week 2** 11:00 PM |
| 2. Reflective learning essay 1 | Individual | 1, 2, 3 | N/A | 30% | 1500word max | **Sunday night, end of week 4** 11:00 PM |
| 3. Reflective learning essay 2 | Individual | 1, 2, 3 | N/A | 50% | 2500word max | **Sunday night, end of week 6** 11:00 PM |

Grade descriptors

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| --- | --- |
| **High Distinction (HD) 85 and above** | In addition to satisfying all of the basic learning requirements, the assessment demonstrates distinctive insight and ability in researching, analysing and applying relevant skills and concepts, and shows exceptional ability to synthesise, integrate and evaluate knowledge. |
| **Distinction (DI) 75-84** | In addition to satisfying all of the basic learning requirements, the assessment demonstrates distinctive insight and ability in researching, analysing and applying relevant skills and concepts, and shows a well- developed ability to synthesise, integrate and evaluate knowledge. |
| **Credit (CR) 65-74** | In addition to satisfying all of the basic learning requirements specified, the assessment demonstrates insight and ability in researching, analysing and applying relevant skills and concepts. |
| **Pass (PA) 50-64** | The assessment adequately, competently satisfies the basic learning requirements specified and provides a sound basis for proceeding to higher-level studies in the subject area. |
| **Fail****49 and below** | The assessment fails to satisfy the learning requirements specified. |

# Assessment policies and information

## Referencing guidelines Please use the **SCU Harvard** referencing style for all assessment tasks in this unit. Refer to the Library’s [Referencing guides](https://www.scu.edu.au/library/study/referencing-guides/) for more information.

## Academic integrity All students are expected to practice academic integrity and to be aware of and comply with the *Rules – Student Academic and Non-Academic Misconduct Rules* along with all other relevant Rules, Policies, Procedures and the Code of Conduct.

## Timely feedback for learning Marked assessment tasks submitted on time, other than examination scripts, will be returned to students within seven (7) days of submission.

## Late submissions Late submission of assessment tasks without approved extension will lead automatically to the imposition of a penalty. Penalties will be applied as soon as the deadline is reached. A deduction of 5% of the available mark from the actual mark will be imposed for each day a submission is late. This penalty will be applied until the pass mark for the assessment has been reached. Any work submitted 10 or more days after the expiry of the deadline will be deemed a non-submission and assigned a mark of zero.

## Special consideration Students wishing to request Special Consideration in relation to an assessment task the due date of which has not yet passed must submit a Request for Special Consideration form as early as possible and prior to start time of the due date, along with any accompanying documents, such as medical certificates. For more information, visit: <https://www.scu.edu.au/current-students/student-administration/special-consideration/>

## Inclusive and equitable assessment Reasonable adjustment in assessment methods will be made to accommodate students with a documented disability or impairment. Contact [Student Access & Inclusion](https://www.scu.edu.au/current-students/services-and-support/student-access--inclusion/) for more information. If you are unlikely to deliver your assignment on time, please contact the Unit Assessor (UA) to discuss your options.

# Assessment 1: Video presentation

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| --- | --- |
| **Assessment type** | **Presentation (recorded video)** |
| **Length** | Between 4 and 5 minutes |
| **Weighting** | 20% |
| **Due date** | **End of week 2 Sunday** 11:00 pm |

## Overview Record a video of yourself explaining to someone who knows nothing about wicked problems what wicked problems are and how they are different from tame problems. Be sure to discuss examples of wicked and tame problems, as well as what makes wicked problems so hard to deal with. You may use notes, reminders, and/or an outline, but be sure that you **do not** read from a script or memorise and then recite a script. I want to you talk from what you understand, know, and have learned during weeks 1 and 2.

## Learning outcomes This assessment task is designed to evaluate your understanding of the core concepts related to wicked and tame problems. It is important that this basic understanding is established prior to commencing the more conceptually challenging assessment activities in Assessments 2 and 3.

## Task details Record a video of yourself explaining to someone what wicked problems are, how they are different from tame problems, what some examples of wicked and tame problems are, and what makes wicked problems so hard to deal with based on your Week 1 and 2 studies. Assume the person you are talking to knows nothing about wicked problems. DO NOT READ FROM A SCRIPT. You can use notes to help you remember the structure of your talk, or you can write down the three or four key questions you need to answer during the presentation, but I want you to video yourself answering as if your boss said, “I just read something about wicked problems. I have never heard of them before. I think you did a course named Wicked Problems at SCU. What can you tell me about wicked problems?”

You are being assessed on your early understanding and your ability to show that you are starting to think about and understand wicked problems. You need to be able to explain what wicked problems are, how they differ from tame problems, and what some examples of wicked and tame problems might be. While we do not expect you to sound like an expert delivering a TED talk, we do expect you have a solid understanding of the basic concepts from weeks 1 and 2! You are free to have fun and be creative if you wish.

It is important that we see and hear you clearly on the video. Please look at the camera and do not read from a script. Please speak clearly and slowly.

## Submission

* Create a YouTube account.
* Upload your video to YouTube
* Mark your video as: Not for children & Unlisted.
* Copy the link (URL) and that is what you submit for the assignment.

## Assessment 1 rubric

BUSN6005 2021 Strategy and Case Analysis

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| --- | --- | --- | --- | --- | --- |
| **Criterion** | **HD** | **D** | **CR** | **P** | **F** |
| **Content 70%** | Wow!Some superb and thoughtful comments, explanations, and examplesExcellent understanding and exceptional insight into the conceptsCritical analysis and connection to real world application | Some very good and insightful comments, explanations, and examplesGreat understanding and sound insight into the conceptsSome signs of critical analysis and connection to real world application | Generally sound and factual comments, explanations, and examplesBasic understanding and insight into the conceptsOccasional signs of critical analysis and connection to real world application | Bare minimum standardMost comments, explanations, and examples are superficial and may be inaccurateSome indication of understanding or practical application | Below acceptable standardNot accurate No indicationmaterial has beenreviewedNo relevant content or practical application mentioned |
| **Technical 30%** | Clearly and coherently spokenLooking at camera almost all of the timeVideo of the correct duration | Mostly clearLooking at camera most of the timeVideo of the correct duration | Somewhat clearly spokenLooking at camera some of the timeVideo of the correct duration | Video may be too short or too longMay be hard to hear clearlyLooking away from camera for large proportion of the time | Video may be too short or too longNot able to see or hear the student clearlyStudent is reading or reciting a script and/or not looking at the camera |

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