

## **BRD209 Creativity and Innovation 2017**

### **Large project + presentation**

#### **Total Value 40%**

This assignment has 3 parts. The first part is an individual assignment, whereas the final two parts are group work.

PART A: Individual task, fact finding (10%)

PART B: Group task, problem solving (20%)

PART C: Group task, Presentation (10%)

Note each part has a different due date. These various due dates are available on LMS with the submission portals.

#### **Wicked problems**

You will collaborate with a group to provide a creative solution to a wicked problem.

In a time of rapidly diversifying sources of information, fake news, and alternate facts, it is increasingly difficult to be well-informed. It is generally believed that a well-informed public is needed for a well-functioning democracy. The task is how to develop a well-informed public in Australia?

You should base your project on the 3 stages of problem solving in the Osborn-Parnes Problem Solving Process discussed in the lecture in Topic 5 and in the file provided with this assignment release.

You should document your work.

Note, you are not expected to be an expert on education, journalism, information technology, vaccinations, global warming etc. Your aim is to come up with a strategy to make a difference, not solve the whole problem.

#### **PART A: Individual task, fact finding (10%)**

The first stage of the Osborn-Parnes Problem Solving Process is fact finding. This is a literature review of the problem and past attempts at a solution. You should perform this task as an individual. It will be submitted separately to the group assignment. It is important for your group and for Parts B and C that Part A is completed sooner rather than later.

The expectation is this will involve proper referencing and formal academic language.

Maximum Word count (not including references) is 1000 words. This is a relatively small word count for a literature review. It means you have to think carefully about the narrative. That is you will find lots of information, but to do this task well within this word limit you need to *synthesise information* and *integrate* it into logically presented document. These are important skills to have.

Your fact finding should include a conclusion!

**PART B: Group task, problem solving (20%)**

In groups of 2-4 people from your workshop class, complete the final two steps of the Osborn-Parnes Problem Solving Process, idea finding and solution finding.

You can use the various tools from the idea generation toolbox discussed in class (e.g. mindmaps, SCAMPER etc). Document this process in your report. For example, include your SCAMPER analysis or mindmap. Ideas can and should span a wide range of approaches e.g. from education, to law, to IT, advertising and so on.

In solution finding, choose one idea you have generated. Discuss why the solution was chosen from the previous idea finding step. We cannot expect you to proceed to adoption; however you should outline a plan for implementation. For example, what skillsets or organisations would be required?

Again you are not restricted in your proposed solution. It could be at the level of government policy or it could be at the level of new products. This is up to you, and the interests/discipline backgrounds of your group.

You are not expected to solve the whole wicked problem, just come up with an idea/solution that could make a positive difference.

**PART C: Group task, Presentation (10%)**

Presentations will occur in your final workshop.

The oral presentation is to present and 'sell' your strategy/solution. The format of the presentation is up to you. Available resources include the PowerPoint etc. You can bring your own props. It can take the form of a marketing pitch, a scientific talk, an advertisement, and so. By sell, the goal is to make your presentation *compelling*, such that your audience wants to support the idea. You can think of your audience as a government, Google/Facebook executives, school teachers etc

Allotted time: Allow for 8 minutes, followed by 2-3 minutes of questions. All group members should be involved.

In an upcoming topic we talk about the importance of stories. This will become relevant to the presentation. It is important to find the compelling narrative for your presentation.

External students will also give a presentation, more information will be provided about this on the external forum.

Assessment schemes:

### Part A

HD Outstanding D distinctive C creditable P satisfactory N below standard	HD	D	C	P	N
<b>Presentation and Layout</b>					
<ul style="list-style-type: none"> <li>Is the document well-structured e.g. good logical layout?</li> </ul>					
<b>Language and Communication</b>					
<ul style="list-style-type: none"> <li>Is the English expression clear, correct and formal (in an academic sense)?</li> </ul>					
<b>Introduction</b>					
<ul style="list-style-type: none"> <li>Has the specific project task been introduced?</li> <li>Has the problem been clearly identified?</li> </ul>					
<b>Fact Finding</b>					
<ul style="list-style-type: none"> <li>What are the main drivers, (e.g. sources, motivations of fake news etc) why do people believe odd things?</li> <li>Have a range of existing strategies been identified?</li> <li>Are the benefits and limitations of existing strategies discussed?</li> <li>Have the found facts been well integrated into a clear narrative?</li> <li>Are the conclusions consistent with found facts and narrative?</li> </ul>					
<b>References</b>					
<ul style="list-style-type: none"> <li>Is the reference list complete, consistent and accurate, within the chosen referencing style?</li> <li>Has the task been thoroughly researched using appropriate sources?</li> </ul>					

### Part B

HD Outstanding D distinctive C creditable P satisfactory N below standard	HD	D	C	P	N
<b>Presentation and Layout</b>					
<ul style="list-style-type: none"> <li>Is the document well-structured e.g. good logical layout?</li> </ul>					
<b>Language and Communication</b>					
<ul style="list-style-type: none"> <li>Is the English expression clear, correct and formal (in an academic sense)?</li> </ul>					
<b>Idea Finding</b>					
<ul style="list-style-type: none"> <li>Is the idea generation informed by the fact finding?</li> <li>Has at least one idea finding tool been proposed (with reason for the choice) and presented?</li> <li>Is the tool well used?</li> <li>Have a wide range of solutions been identified?</li> <li>Have novel strategies been found (in addition to the obvious ones)?</li> </ul>					
<b>Solution Finding</b>					
<ul style="list-style-type: none"> <li>Has a viable solution been identified?</li> <li>Have the strengths and weaknesses of the solution been considered?</li> <li>Has a plan for implementation been presented?</li> <li>Is the implementation feasible?</li> </ul>					
<b>Conclusion</b>					
<ul style="list-style-type: none"> <li>Does the conclusion state the recommended solution</li> </ul>					
<b>References</b>					
<ul style="list-style-type: none"> <li>Is the reference list complete, consistent and accurate, within the chosen referencing?</li> </ul>					

## Part C

<b>HD Outstanding D distinctive C creditable P satisfactory N below standard</b>	<b>HD</b>	<b>D</b>	<b>C</b>	<b>P</b>	<b>N</b>
<b>Presentation structure</b>					
• Was the presentation well prepared and did it stay within allotted time?					
• Was the presentation logical or easily followed?					
<b>Delivery</b>					
• Was the presentation creative?					
• Was the presentation compelling?					
<b>Conclusion</b>					
• Evidence of group contribution?					