

BEX2750 and BEX3750 - Monash Innovation Guarantee - SSB-01

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Assessment Task 1: Professional Reflection Videos (20% individual)

Assignment Aims for AT1

- To provide an opportunity for students to practice the reflective learning process
- To create an opportunity for students to reflect upon their innovation experience in relation to their emerging professional identity
- To assist students in developing skills in effective communication across sectors and disciplines

Learning Outcomes

After completing this assignment students should be able to:

- Undertake reflective practice, to facilitate personal and professional growth and meaningful change
- Construct an engaging and professional video appropriate for communicating personal insights and perspectives to a general interdisciplinary and professional audience

This assessment task maps to the following unit learning outcomes:

Tasks	Unit learning outcomes demonstrated
AT1: Professional Reflection Videos (Individual in Weeks 1 and 5) Total: 20%	3. Communicate effectively to industry partners from different sectors 5. Reflect upon your role in the project, in the context of your emerging professional identity

Resources

Refer to the [Support Resources](#) page to find the following resources that will help you with this assessment task.

- Video assessment
- Reflection

▼ Professional background

This assessment task creates an opportunity to develop skills in reflective practice and effective communication of knowledge. Both will be required in your career, within any field or sector you move into and no matter the change you want to create. We'd like you to have the opportunity to practise these skills in a safe and supportive environment to boost confidence.

Reflection

Why reflect?

Did you know that the world's leading politicians, CEOs and change agents use daily reflection?

Why? Innovative leaders need to take a regular pause in their schedule to consider the complex context they are working within, and how they may be able to best intervene or interact to increase the likelihood of a positive outcome. They consider the good and less effective components of their experience, including their decisions, behaviours and learning. How did their experience make them think and feel? What could they do next time to improve things? At the end of the reflection, they define an action to help the situation in future e.g. experimenting with a new style of formal or formal communication, doing some training, being more supportive of team mates, thinking through a challenge with more empathy for users, etc. This process helps them become better leaders and contributors. It helps them learn from experience.

In today's changing world, reflection can also help you manage a dynamic career.

Why? Today's workplaces are changing rapidly. New processes, market preferences, disruptions and problems are emerging all the time. This is why employers deeply value employees who can learn rapidly. They want lifelong learners and adaptable professionals. In other words, they value those with a mindset of learning from experience and taking action. Reflection is part of having a growth mindset.

Read:

- [Confucius has a message for business leaders who want to succeed - reflect \(The Conversation\)](#)
- [Making experience count \(Harvard Business Review\)](#)
- [What having a growth mindset actually means \(Harvard Business Review\)](#)

This assignment creates an opportunity to start to develop a reflective habit that can be used throughout your future career as a means of continuing to learn, adapt and grow.

By reflecting on your experiences within the context of undertaking your MIG industry challenge, you will also get to know yourself, in relation to your innovation goals, strengths, values, decisions and challenges. This will supercharge your learning, and allow you to take specific actions to become a more effective professional within the project.

At the start and the end of this unit, you will produce one 3-minute reflective video.

The guidelines and rubrics in the subsequent sub-chapters will walk you through how to do this.

We hope this iterative process will help you learn through experience in order to navigate a rapidly changing world with impact.

What is reflection?

A reflective task provides you with an opportunity to reflect upon new knowledge and experiences, in relation to your previous/past knowledge and experiences, and analyse how your thoughts and feelings are changing. Based upon this analysis, you will decide upon an action that boosts your professional or personal development.

Reflective practice is known to enable deeper synthesis of experience, knowledge and skills.

Reflective practice, whether that involves writing or making a video, can help you to understand yourself and your next steps better. It allows you to acknowledge your goals, passions, challenges, strengths, behaviours, interactions, or decisions and think about steps you can take to increase your positive impact into the future.

Read:



- [What is reflection?](#)

If practised regularly, this habit will help you grow with each new challenge and experience you encounter within your professional life.

Effective Communication

This assessment also focuses upon **helping you develop your ability to communicate in a clear and compelling way** suitable for diverse audiences. Effective communication, knowledge translation, and stakeholder engagement will be crucial to your career, no matter the sector or discipline you choose to work in.

Short videos, between two to three minutes in length, are known to be extremely effective for engaging the general public or specific stakeholders with projects, campaigns or evidence. Consider, for example, the broad reach and influence of [TED Talks on the topic of the environment](#).

This assignment requires you to produce **two short, professional and engaging videos** on you and innovation - one near the start and end of the MIG summer semester.

This creates an opportunity to develop skills in the effective communication of knowledge to a general interdisciplinary and professional audience.

“

Learning is a process where knowledge is presented to us, then shaped through understanding, discussion and reflection.

”

Paulo Freire

Close

Assessment Task 1A Overview

Reflection 1a: How have my views on innovation changed during Week 1?

Value: 10%

Due: 11.55 pm Sunday end of Week 1 (Jan 15)

Format: Three minute video (± 20 seconds)

Submission: Via Moodle AT1a dropbox (drag and drop your video file or submit a URL if you prefer)

Marking: See assessment guidelines and marking rubric (Reflection 1a)

Late Penalty: 10% per day, or part thereof

Feedback: Written or audio feedback via Moodle

Access and sharing: Videos are automatically shared with your peers via the class Panopto Channel to promote peer-to-peer learning, unless stipulated by the student

▲ [Guidelines for AT 1a \(10% individual\)](#)

Reflection 1a: How have my views on innovation changed during Week 1?

This assignment draws on the **concept of the authentic innovator**, covered in Week 1. During Week 1 we will have discussed a general inclusive definition of innovation, and challenged some of the stereotypes we may hold about innovation. We will have explored the role of interdisciplinarity, diversity, resilience and empathy in innovation. We also reflected upon our own passions, values and strengths.



This task asks you to **reflect on how your views may have changed** as a result of experiencing Week 1 and writing up the [Team Collaboration Agreement](#) with your challenge team.

Each student should produce a **three minute video (± 20 seconds)**, with the aim of furthering their peers' understanding of how their views on innovation, and how they see themselves in relation to innovation, have changed. You can talk about any concept covered during Week 1. Any reflection is valid. We are not looking for particular views. This is personal.

This video is also a way of **introducing yourself to the cohort**, in relation to **why you care about innovation**, whilst reflecting upon actions you can take to be a more authentic innovator in the unit - and in your career ahead.

Don't be nervous. This assignment is really about taking a pause to reflect on your experience in Week 1 so you can make the most of the unit and introduce yourself to others.

You'll be able to watch other people's videos after the due date has passed. This will be really interesting, as it will showcase the diversity in our cohort. The collection of videos from across our MIG community, taken as a whole, will demonstrate that all of us think of innovation very differently. We all have different values and goals when it comes to innovation, based upon our discipline, background and experience. We also have different goals for the change we want to make in the world.

However, hopefully you'll see that innovation is a general process, method and mindset that can help us each move towards our goals - no matter our individual passions, experience or background.

This video is also about practising effective communication skills. Since communication helps us lead and innovate, it is a thread throughout the unit and part of almost every assessment task.

Your video should contain:

1. An **introduction** to you, including your name and disciplinary background, why you are drawn to innovation/want to be an innovator, and an overview of the concept or topic from Week 1 you have chosen to focus upon in the video.
2. A **description** of the topic from Week 1 (Authentic Innovator) that resonated with you or surprised you. This could be a topic from your industry masterclasses or your Team Collaboration Agreement. Tell us why you believe this led to personal learnings that will be useful for you in your career or as you work on your industry challenge. You could talk about many things here e.g. human-centred design, sustainability, empathy, collaboration, resilience, values and purpose, interdisciplinarity, dealing with uncertainty, strengths mapping, etc.
3. An **evaluation and analysis** of how this changed the way you think and feel about the notion of innovation, as well as yourself as an innovator.
 - Discuss how your thinking and feelings changed
 - Discuss how you had previously thought or felt about innovation and yourself as an innovator and how this has changed
4. A **conclusion** in the form of one action you will personally take to apply your learning in order to more effectively contribute to your challenge team or how you approach your industry challenge.



touch to zoom

The guidelines and rubric are designed to help you loosely follow the famous [Gibbs reflective cycle](#).

As you construct your video, following the steps above, you will **describe** the situation, **evaluate and analyse your changing thoughts and feelings**, and conclude with an appropriate **action** based upon your learning.

Using [Gibbs' Reflective Cycle](#), you can **analyse an experience and consider the outcomes for your ongoing personal and**

professional development.

Professional reflection is widely used by CEO's and managers working in fast paced environments like innovation as it allows them to think about what they can learn from any experience e.g. self-awareness, a greater understanding of others' behaviours, or how to improve interactions and outputs. However, it is just as useful for students who are starting their careers.

[You can view some example scripts here.](#)

You can deliver either video in the style that suits you. Every video will be different. Some videos will be more professional and others more creative. The choice is yours. See the marking rubrics for more detailed expectations.

Your video may can take any of the forms below.

You can:

- Speak directly to the camera (no slides)
- Narrate over the top of a slideshow (no image of the narrator)
- Narrate over the top of a slideshow (with an image you speaking on the slide)
- Narrate over imagery or an animation (no image of the narrator)
- Narrate over imagery or an animation (with an image you speaking on the slide)
- Give your answers on camera in an interview format, with someone interviewing you
- Any other format, as long as the student narrates and/or presents to camera in the bulk of the video

▲ Use these resources to create and submit your video:

- [Recording video for assessments](#)
- Instructions on how to upload the video for submission can be found on the Monash Learn HQ website at <https://www.monash.edu/learnhq/build-digital-capabilities/use-video-streaming-tools/video-assessments/submit>. Review the section on 'Embedding a video in the "Online text" box using Panopto'.

Close

▲ [Marking rubric: AT1a](#)**MIG Reflection Video 1a Assessment (10%): How have my views on innovation changed during Week 1?**

This marking rubric supports the development of skills in effective communication and encourages professional reflective practice. It challenges the student to reflect upon and synthesise experiences, tools or concepts from our Week 1 Authentic Innovator masterclasses and workshops.

Criterion and Mark	Performance Description
Reflective capacity (3 marks)	<ul style="list-style-type: none"> • Extended (HD): The reflection is indicative of deep and sophisticated learning, whereby the student has drawn on and integrated different knowledge and experiences from their past with new knowledge and experiences from Week 1, and discussed their changing thoughts and feelings • Fundamental (C): The reflection is indicative of sufficient learning and the student has drawn on and integrated some knowledge or experiences from their past with new knowledge and experiences from the unit • Unsatisfactory (NP): The reflection is not indicative of learning and it does not include the necessary components
Reflective structure using Gibbs' Cycle (3 marks)	<ul style="list-style-type: none"> • Extended: The reflection includes a sophisticated, focused and insightful ... <ul style="list-style-type: none"> ◦ <i>introduction</i> to the student including their disciplinary background, reasons for wanting to be an innovator, and the topic from Week 1 they have chosen to focus upon in this video ◦ <i>description</i> of at least one topic from Week 1 that resonated with the student and why the student believes that what they learnt from this will be useful for approaching their industry challenge in the unit, or for helping them realise the impact they want to have in their future career



	<ul style="list-style-type: none"> ◦ <i>evaluation/analysis</i> of how the student's thinking and feelings about the notion of innovation and themselves as an innovator have changed from before Week 1 until now ◦ one <i>action</i> the student will take to apply their learnings to more effectively contribute to their team or approach the industry challenge • Fundamental: <ul style="list-style-type: none"> ◦ The reflection has sufficient structure (but some components are lacking) and gives an overview of the students' reasons for wanting to be an innovator and the work they have done in Week 1 without any specific examples or their importance in the students future career ◦ Some reflection on how their experience in Week 1 has challenged their idea of innovation, and any indication of how they might use this to solve the challenge given to them or beyond the scope of the unit • Unsatisfactory: The reflection has weak or no structure. Many components are missing. It provides minimum or no insight into the learning experience the student has had over the course of week 1, their plans for tackling the industry challenge or any future plans made by them
Effective communication skills (2 marks)	<ul style="list-style-type: none"> • Extended: <ul style="list-style-type: none"> ◦ the imagery, speakership and tone or posture used is dynamic and engaging and supports the key messages by reinforcing ideas and contributing additional information ◦ any imagery sourced from others is credited, with the name of the photographer, videographer or organisation shown in the video (these attributions can be shown at any point in the video) ◦ the presenter/narrator demonstrates speakership skills, by delivering information in a consistently clear, concise, engaging and measured way suitable for a diverse general audience ◦ the ideas progress in a highly logical and structured way, making it easy to follow the presenter/narrator's train of thought (there is a sense of a story unfolding) • Fundamental: <ul style="list-style-type: none"> ◦ the imagery used is somewhat engaging and supports the key messages ◦ some imagery sourced from others is credited ◦ the presenter/narrator speakership is sufficient and the information is delivered in a somewhat consistent, clear, concise, engaging and measured way suitable for a diverse general audience ◦ the ideas progress in a somewhat logical way • Unsatisfactory: <ul style="list-style-type: none"> ◦ the imagery used is not engaging and does not support the key messages ◦ no imagery sourced from others is credited ◦ the speakership is poor and/or the information is not delivered in a consistent, clear, concise, engaging and measured way suitable for a diverse general audience ◦ the ideas do not progress in a logical or well-structured way
Professionalism (2 mark)	<ul style="list-style-type: none"> • Extended: <ul style="list-style-type: none"> ◦ the piece is consistently appropriate for a general audience as disciplinary jargon is avoided or properly defined ◦ the delivery is courteous, collegial and professional and thereby suitable for students, staff or the general public to view ◦ rehearsal and preparation is evident, as the narrator /presenter appears polished and confident and the video is well structured with a clear introduction, middle and end ◦ two or more relevant journal articles, technical reports, websites, business literature, or books are cited in the video in a consistent referencing style (these citations may be provided in particular sections of the video or at the end of the video on a reference slide) ◦ these references clearly support key information, such as a Week 1 concept or tool, the student's background or the action the student will take ◦ 3 minutes +/- 20 seconds • Fundamental: <ul style="list-style-type: none"> ◦ the piece is somewhat appropriate for a general audience, with a professional delivery/manner and only a little undefined disciplinary jargon ◦ some rehearsal/preparation is evident ◦ one relevant and reputable citations is provided in a consistent referencing style ◦ the reference sufficiently support key information, such as a Week 1 concept or tool, the student's background or the action the student will take ◦ 3 minutes +/- 30 seconds • Unsatisfactory: <ul style="list-style-type: none"> ◦ the language and conduct is unprofessional and/or too technical/discipline-specific for a general audience ◦ no rehearsal/preparation is evident



- no rehearsal/preparation is evident
- no relevant and reputable citations in a consistent referencing style
- the references don't support key information, such as a Week 1 concept or tool, the student's background or the action the student will take
- 3 minutes +/- > 40 seconds

Close

Assessment Task 1B Overview

Reflection 1b: How will I innovate going forward?

Value: 10%

Due: 11.55 pm Sunday end of Week 5 (Feb 12)

Format: Three minute video (± 20 seconds)

Submission: Via Moodle AT1b dropbox (drag and drop your video file or submit a URL if you prefer)

Marking: See assessment guidelines and marking rubric (Reflection 1b)

Late Penalty: 10% per day, or part thereof

Feedback: Written or audio feedback via Moodle

Access and sharing: Videos are automatically shared with your peers via the class Panopto Channel to promote peer-to-peer learning, unless stipulated by the student

▲ [Guidelines for AT1b \(10% individual\)](#)

Reflection 1b - How will I innovate going forward?

You completed Reflection 1a at the start of the unit, after completing Week 1 (The Authentic Innovator).

It's time to reflect again, with a second video.

Now we want to know what has changed for you after completing the *entire* three week intensive.

Each student should produce a **three minute video (± 20 seconds)** about **how they will apply innovation skills and mindsets in their future studies and career**.

This video is similar to your first in many ways. It uses the same style rules as your first video and is again designed and structured to help you follow Gibbs' Reflective Cycle. Thus, many elements of the AT1b marking rubric mirror that of AT1a. This allows you to build on feedback you received from your first video.

In this video, **we would love to hear about your future plans**. What path has this whole experience put you on? Is there a particular experience of applying a tool that you really resonated with, which you believe will enhance your capacity to create impact in your future career? Tell us all about it.

You'll also need to identify one action (large or small) you can take going forward to grow as an innovator. Try to make sure the action is specific and something you can do in the **next 6 months**. It should be **actionable**.

Start thinking about your next steps and how you can integrate the innovation mindset and toolkit into your own life and future plans.

Your video should contain:

1. An **introduction** to you, including your name and industry challenge
2. A **description** of at least one tool you applied during Weeks 1, 2 or 3 that resonated with you, what you learnt from applying it to your industry challenge, and why you believe this tool will be broadly useful for your future career and the impact you want to create in the world as an innovator e.g. problem mapping and diagramming, ideation, sketching, lean canvas, storyboarding, prototyping, testing, validation,



- speakership, storytelling, pitching, interdisciplinary collaboration, etc.
3. An **evaluation** and analysis of how the experience of applying this tool changed the way you think and feel about your future path as an innovator.
 - Discuss how your thinking and feelings changed
 - Discuss how you had previously thought or felt about your future path and how this has changed
 4. A **conclusion** in the form of one specific action you will personally take to continue your innovation journey by growing your capacities and skills after completing this unit e.g. joining the startup community, seeking out innovation units, attending an industry innovation workshop, applying an innovation tool, concept or process to the way you approach your future studies, increasing collaboration in your daily life, joining a speakership group, signing up to The Generator, etc.

This video is also about practising effective communication skills. Since communication helps us lead and innovate, it is a thread throughout the unit and part of almost every assessment task.

Please see the marking rubric for detailed expectations.

Close

▲ [Marking rubric: AT1b](#)

MIG Reflection Video 1b Assessment (10%): How will I innovate going forward?

This marking rubric supports the development of skills in effective communication and encourages professional reflective practice. It challenges the student to reflect upon and synthesise the experience and learnings from applying a tool from Weeks 1, 2 or 3.

Criterion and Mark	Performance Description
Reflective capacity (3 marks)	<ul style="list-style-type: none"> • Extended (HD): The reflection is indicative of deep and sophisticated learning, whereby the student has drawn on and integrated different knowledge and experiences from their past with new knowledge and experiences from the unit, and discussed their changing thoughts and feelings • Fundamental (C): The reflection is indicative of sufficient learning and the student has drawn on and integrated at least one knowledge or experience from their past with a new knowledge and experience from the unit • Unsatisfactory (NP): The reflection is not indicative of learning and it does not include the necessary components of a reflective task
Reflective structure using Gibbs' Cycle (3 marks)	<ul style="list-style-type: none"> • Extended: The reflection includes a sophisticated, focused and insightful ... <ul style="list-style-type: none"> ◦ <i>introduction</i> to the student including their name and industry challenge, and the topic and scope of the piece ◦ <i>description</i> of at least one tool from Weeks 1, 2 or 3 that resonated deeply with the student, what they learnt from applying it, and why the student believes this will be broadly useful for their future career and the impact they want to create in the world e.g. strengths mapping, team collaboration agreement, problem mapping and diagramming, ideation, sketching, lean canvas, storyboarding, prototyping, testing, validation, speakership, storytelling, pitching, interdisciplinary collaboration ◦ <i>evaluation/analysis</i> of how the experience of applying this tool changed the way the student thinks and feels about their future path as an innovator ◦ <i>one specific and practical action</i> the student will take to continue their innovation journey by growing their skills and capacities after completing the unit, with reference to a tool, unit, or co-curricular or external opportunity • Fundamental: <ul style="list-style-type: none"> ◦ The reflection has sufficient structure and gives an overview of the students' changing



	<p>thoughts and feelings but does so without any specific examples or insight into their importance in the students future career</p> <ul style="list-style-type: none"> ◦ Some reflection on how their experience has shaped their thinking, and any indication of how they might use this to continue their innovation journey beyond the scope of the unit <p>• Unsatisfactory: The reflection has weak or no structure. It provides minimum or no insight into the learning experience the student has had over the course of the unit or their plans for to continue their innovation journey</p>
<p>Effective communication skills</p> <p>(2 marks)</p>	<ul style="list-style-type: none"> • Extended: <ul style="list-style-type: none"> ◦ the imagery, speakership and tone or posture used is dynamic and engaging and supports the key messages by reinforcing ideas and contributing additional information ◦ any imagery sourced from others is credited, with the name of the photographer, videographer or organisation shown in the video (these attributions can be shown at any point in the video) ◦ the presenter/narrator demonstrates speakership skills, by delivering information in a consistently clear, concise, engaging and measured way suitable for a diverse general audience ◦ the ideas progress in a highly logical and structured way, making it easy to follow the presenter/narrator's train of thought (there is a sense of a story unfolding) • Fundamental: <ul style="list-style-type: none"> ◦ the imagery used is somewhat engaging and supports the key messages ◦ some imagery sourced from others is credited ◦ the presenter/narrator speakership is sufficient and the information is delivered in a somewhat consistent, clear, concise, engaging and measured way suitable for a diverse general audience ◦ the ideas progress in a somewhat logical way • Unsatisfactory: <ul style="list-style-type: none"> ◦ the imagery used is not engaging and does not support the key messages ◦ no imagery sourced from others is credited ◦ the speakership is poor and/or the information is not delivered in a consistent, clear, concise, engaging and measured way suitable for a diverse general audience ◦ the ideas do not progress in a logical or well-structured way
<p>Professionalism</p> <p>(2 mark)</p>	<ul style="list-style-type: none"> • Extended: <ul style="list-style-type: none"> ◦ the piece is consistently appropriate for a general audience as disciplinary jargon is avoided or properly defined ◦ the delivery is courteous, collegial and professional and thereby suitable for students, staff or the general public to view ◦ rehearsal and preparation is evident, as the narrator /presenter appears polished and confident and the video is well structured with a clear introduction, middle and end ◦ two or more relevant journal articles, technical reports, websites, business literature, or books are cited in the video in a consistent referencing style (these citations may be provided in particular sections of the video or at the end of the video on a reference slide) ◦ these references clearly support key information, such as a Week 1 experience, concept or tool, the student's background or the action the student will take ◦ 3 minutes +/- 20 seconds • Fundamental: <ul style="list-style-type: none"> ◦ the piece is somewhat appropriate for a general audience, with a professional delivery/manner and only a little undefined disciplinary jargon ◦ some rehearsal/preparation is evident ◦ one relevant and reputable citations is provided in a consistent referencing style ◦ the references sufficiently support key information, such as a Week 1 experience, concept or tool, the student's background or the action the student will take ◦ 3 minutes +/- 30 seconds • Unsatisfactory: <ul style="list-style-type: none"> ◦ the language and conduct is unprofessional and/or too technical/discipline-specific for a general audience ◦ no rehearsal/preparation is evident ◦ no relevant and reputable citations in a consistent referencing style ◦ the references dont support key information, such as a Week 1 experience, concept or tool, the student's background or the action the student will take ◦ 3 minutes +/- > 40 seconds

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