

## INF20028 Professional Issues in IT

Semester 1 2023

### Assignment 2: Investigative Case Study

### Narrated Presentation + Team Charter

<b>Assessment Type</b>	A narrated video presentation based on an investigative case study
<b>Unit Learning Outcomes (ULO's)</b>	<p>ULOs that relate to this task:</p> <ol style="list-style-type: none"> <li>1) Develop and present a resolved group outcome which synthesises an understanding of ethical and socio-technical challenges faced by an ICT professional</li> <li>2) Evaluate the role of standards, codes of conduct and legislative/regulatory obligations on the level of professionalism of the ICT industry</li> <li>3) Review the roles and responsibilities of ICT professionals in organisations and society from a range of perspectives such as work-life balance, mentoring and life- long learning</li> <li>4) Communicate effectively as a professional and function as an effective leader or member of a diverse team</li> </ol>
<b>Group or Individual task</b>	Group. (Please note: This is a group assessment. Group dynamics are being assessed. Therefore, a student may not attempt this assessment as a Group of 1 without special consideration / medical certificate documentation).
<b>Weighting (%)</b>	40% (30% Presentation + 5% Charter + 5% Peer Evaluation Survey).
<b>Due Date</b>	By 23:59pm 21/05/2023
<b>Submission details/form</b>	A narrated video presentation of 10-12 minutes and 10-12 slides. The file may be in PPT, Prezi or MP4 format. A Word doc with a link to an external cloud location or YouTube is also acceptable. Submit online through Canvas.

#### Overview of your task

**Type of assessment:** This assignment is an **investigative case study**.

Case studies depict real-life situations in which problems need to be solved. These scenario-based teaching and learning approaches are oriented toward developing teamwork skills and are commonly used methods where students develop reasoning, problem-solving and decision-making skills (Tunny, Papinczak & Young, 2010; Bloomfield & Magney, 2009).

- Your group will explore the 17 United Nations Sustainability Goals (UN SDGs <https://sdgs.un.org/goals>), select ONE of the 17 goals, and propose a conceptual socio-technical solution to a particular wicked problem associated with your chosen goal.

- Your solution will be presented as a recorded narrated video presentation.
- Your group will submit a Transcript of the video presentation and copy of the Team Charter (see below for details).

### **What context applies to this investigative case study?**

In September 2015, all 193 Member States of the United Nations adopted a plan for achieving a better future for all — laying out a path over the next 15 years to end extreme poverty, fight inequality and injustice, and protect our planet.

At the heart of “Agenda 2030” are the 17 **Sustainable Development Goals (SDGs)**, also known as the **Global Goals**, which clearly define the world we want — applying to all nations and leaving no one behind.

Many of the Goals are based around wicked problems.

In 1973, design theorists Horst Rittel and Melvin Webber introduced the term ‘**wicked problem**’ in order to draw attention to the complexities and challenges of addressing planning and social policy problems lacking clarity in both their aims and solutions and being subject to real-world constraints that prevent multiple and risk-free attempts at solving (Stony Brook University 2021; Rittel, H. W., & Webber, M. M. 1973).

Common wicked problems have been suggested to include concepts such as:

- Hunger
- Poverty/income disparity
- Obesity
- Terrorism and
- Sustainability/climate change

Many of the design problems we face as ICT professionals are wicked problems, where clarifying the problem is often as big a task as solving it. Or perhaps even bigger. Taking a ‘**Systems Thinking**’ approach is helpful in such cases. Systems thinking is the process of understanding how components of a system influence each other as well as other systems—and therefore it’s pretty much perfect for wicked problems!

A core element in any system is technology and there are a range of technologies which have the potential to be deployed towards addressing wicked problems. For example, the following link describes how a range of technologies are/can be deployed to address the wicked problem of climate change: <https://www.preventionweb.net/news/wicked-solutions-wicked-problems>

The new Global Goals result from a process that has been more inclusive than ever, with Governments involving business, civil society and citizens from the outset. We are all in agreement on where the world needs to go. Fulfilling these ambitions will take an unprecedented effort by all sectors in society — and we all have a place to play a very important role in the process. Your investigative case study is a way for your group to do this.

Please note that some time is devoted in online classes to work with your team each week from Week 3 onwards. It is therefore essential that you begin engaging with your team early in the teaching period and be available for the online classes wherever possible. If unavailability is an issue for you, you must make this known to the teaching team.

## **The Team Project Charter**

In order to get your group quickly functioning as a high-performing team, a team charter is used.

A team charter is a document that defines your team's overall objectives, resources, and constraints and encourages each member and the team as a whole to be better prepared to deal with the group dynamics which will eventuate in this assignment and proactively work through them.

Your Team Charter is available in the Assignment 2 Folder.

Consider the charter as a living, breathing, dynamic and reflective document that should be reviewed and updated as your views and working arrangements evolve during the assignment.

Parts of the charter will be reviewed periodically in class.

Inside the charter you will see sections for a team SWOT analysis, team milestones, team minutes template, agreed team behaviours and a team sign-off.

## **Team member contributions and engagement**

Important: Social loafing and free-riding is unprofessional and is not tolerated in Assignment 2.

Team member level of engagement and contribution will be monitored as follows:

1. Students will individually self-select into a group. Group shells have been created for you in Canvas. **You have until the end of Week 4 of the study period to select yourself into a group.**
2. **If you are not in a group by Monday 9am in Week 5 you will be automatically moved into a new group (you will not be added into an existing group).**
3. **A Peer Evaluation Survey will be emailed to each student at the start of Week 11 of the study period. The survey must be completed by 11:59pm Sunday of the final week.** The weighted average mark out of 5 will be added to your Presentation mark and Team Charter mark to provide a final mark for Assignment 2. There will be a reminder to complete the survey sent on Friday of the final week. If the survey is not completed by a student, they will receive a zero for that component of Assignment 2.

**This overall process will be explained in-depth in class in Week 1.**

## **The steps in the process**

1. You self-select into a group of 5 in Canvas (To be completed by the start of Week 5. Any students not in a group by then will be automatically added to a group).
2. Your group discusses the assessment guideline and Team Charter.
3. Your group begins researching the 17 UN SDGs broadly (their history, purpose, aims).
4. Your group determines a chosen UN SDG to focus on and a location/context where implementation of your solution would occur.
5. Your group identifies a wicked problem associated your chosen goal.
6. Your group explores Socio-Technical Co-Design frameworks.
7. Holistically, explore as a group how you could help to address the wicked problem/s in a socio-technical co-design process with a range of appropriate technology.
8. Discuss your Step 7 (The combination of one of the 17 UN SDGs + one problem from the

chosen goal + one technology) with your class instructor. **Your instructor will advise if your proposal plan is appropriate. You will also be asked to confirm your group's understanding of the assessment requirements at this stage.**

9. Start researching your proposed socio-technical solution in depth.
10. Let the *ideation* and *imagineering* begin. Imagineering is letting your imagination soar but bring your ideas back down to earth for a solution that is feasible (doable, achievable, a practical implementation).
11. Design a conceptual solution capable of being implemented into your proposed location/context.
12. Create a narrated video presentation based on your proposed solution. The narrated video presentation is the main deliverable for this Assignment 2.

### **The presentation**

The narrated video presentation should be conceived of as being delivered to senior executives of a Non-Government Organisation (NGO) who wish to be briefed on your findings. The presentation should, as a minimum:

- Use a professional PPT or Prezi template;
- Provide an applicable solution title;
- Provide an introduction to your group members;
- Outline the objective of the presentation;
- Briefly highlight the background of UNSDGs;
- Pose the question(s) your group set out to answer;
- Discuss how your team designed an approach to the problem with a focus on your chosen Goal and technology;
- Draw appropriate conclusions and persuade your audience and colleagues of the viability of those conclusions;
- Provide evidence of research conducted;
- Provide evidence of academic practice with appropriate referencing;
- Consist of appropriate impactful imagery and narrative;
- **Have contributions to the narrative by all group members;**
- Be 10-12 minutes in length;
- Consist of 10-12 slides;
- Be well edited for typos; and
- Be submitted along with a text transcript of the narration (i.e., the script of the spoken words). A penalty will apply on non-submission of the transcript. See the marking criteria for details of the penalty.

### **Submission Requirements**

- Assessments must be submitted via the Canvas unit site through the assessment's submission facility.
- Do not email the assessment submissions to the Convenor.
- In addition, a text transcript of the narration is to be submitted in a .doc, .txt or pdf format.
- Keep a backup of your submission. If your assessment goes astray, whether your fault or ours, you will be required to reproduce it.

### **Marking Criteria**

A rubric for this assessment item is available in Canvas in the Assignment 2 Folder and will be used to assess your work.

5 Marks is also attached to the Peer Evaluation Survey.

### **Extensions and Late Submission**

Please reread the section on extensions and late submission in the Unit Outline.

### **Assessment Help**

If you have any queries or concerns you may discuss them with the Convenor and/or tutor in the Blackboard discussion board in the appropriate discussion forum or by email.

### **Technical Help**

Technical assistance can be obtained from the Swinburne Service Desk: [servicedesk@swin.edu.au](mailto:servicedesk@swin.edu.au) or (03)9214 5000.