

ASSESSMENT 3 BRIEF	
Subject Code and Title	HCD402 - Human Centred Design
Assessment	Assessment 3 - System Solution – Report and Presentation
Individual/Group	Group (ideally 3-4 members)
Length	3500 words (+/- 10%)
Learning Outcomes	<p>The Subject Learning Outcomes demonstrated by successful completion of the task below include:</p> <ul style="list-style-type: none"> a) Synthesise theoretical models of human knowledge. b) Investigate moral philosophy to learn about real-world ethical actions. c) Analyse ethical theories in ways that are sensitive to variations in cultural values. d) Examine and justify the political, social and cultural effects of institutions on human behaviour. e) Develop critical thinking by using a creative design approach. f) Investigate human social groups and societies to understand how people interact in various contexts.
Submission	<p>6-week duration: Due by 11:55pm AEST/AEDT, Wednesday of Week 6</p> <p>12-week duration: Due by 11:55pm AEST/AEDT, Wednesday of Week 12</p>
Weighting	40%
Total Marks	100 marks

Task Summary

Working in small groups, you are required to develop and submit **two** components for this assessment. There will be a Part A and Part B.

Part A: is a 3500-word report. Working in a group, you will select one person's solution from Assessment 2, and you will work together to develop and elaborate on the system solution they identified in Assessment 2. You may only select one group member's Assessment 2 solution.

Part B: will be an 8-14 minute presentation. Your presentation should highlight to the class (and the facilitator) the details of your system solution as detailed in your 3500 word report, and how well it deals with the issue identified in Assessment 2.

As a group, you are required to present and write the report. This means, each member of the group will present on one component of the System Solution, as well as write the relevant section of the report.

Context

As part of Assessment 2, you proposed a system solution. This solution should have addressed issues with an existing technology. As technology moves and changes, a next step is required - a full development of this solution. Regularly, changes to systems must have supporting evidence, to make sure that the changes are achieving their desired goal. Many companies require extensive vetting of changes before they adjust important services or structures.

Assessment 3 will evaluate your understanding of the scale of change required for the system that you have analysed in Assessment 2. Your explanation of the core issue(s), their fundamental causes, and the steps you take to stop, as well as prevent further issues, are the areas you will be assessed on. Furthermore, you will be assessed on your written and presentation skills.

This assessment helps to prepare you for undertaking similar projects in industry, where you must be able to analyse real issues in existing systems, and make recommendations based on your own original solutions to these identified issues. Developing solutions to these issues is of paramount importance, and can make the difference between success and catastrophic failure of an existing system.

Task Instructions

You will need to form groups to complete this assessment. Once you have formed a group (ideally 3-4 people depending on the size of the class) you should discuss which of your assessments (from Assessment 2) you will develop further for Assessment 3. Once you have come to a decision as a group, you will need to complete the following two components:

- **Part A:** A 3500 word report with equal contributions from the whole group.
- **Part B:** An 8-14 minute presentation that highlights to the class (and the facilitator) the details of your system solution, and how well it deals with the issue identified in Assessment 2. Again, you must all contribute to the presentation.

Part A: Report

The report should adhere to the following five-part structure:

1. Introduction / context:

This section of the report provides context for the issue. This should be no longer than one paragraph, and is only required for context of the issue under discussion.

2. Comprehensive issue breakdown:

As with the previous assessment, the issues from the technology discussed need to be highlighted. Ensure you clearly define the issues you are solving, and give reasons as to why you are not solving other potential issues.

3. System Solution proposal:

This section of the report should comprise the bulk of your writing. Here, a system is proposed, and it may differ based on the skillset within your team. Include images, technical diagrams, or code snippet examples as appropriate, to ensure you communicate your solution's effectiveness appropriately.

4. Effectiveness prediction:

This section should be placed between the solution and the conclusion, and predict the effectiveness of your solution, based on previous examples implemented by other industry entities to solve similar problems. This should back up your previous justifications made during the report.

5. Conclusion:

This section should conclude your report.

Part B: Presentation

The 8-14 minute presentation should sum up the contents of your report, and provide any additional context or meaning that makes understanding the contents of the report easier. There should not be any material exclusive to either section - the report or the presentation.

Referencing

Referencing is essential for this assignment. A minimum of 10-12 references is required for this, including at least eight academic sources.

(An academic source is one that has been peer-reviewed, or cited in the past)

Your references are examined in relevance to ensure that your arguments and justifications are based on sound reasoning and clear relevance.

Ensure that you reference according to the appropriate APA style, for citing and referencing information, as well as all appropriate research sources.

It is essential that you use appropriate APA style for citing and referencing research. Please see more information on referencing here:

http://library.laureate.net.au/research_skills/referencing

Submission Instructions

You are to submit Part A and Part B using the one submission point (attach multiple documents). Please also complete the Group Member document (this can be found in the Blackboard Assessment area - 'Assessment 3 Group Members' document). This document should list all group members and state which sections of the assessment you worked on.

PART A:

- To complete this part of the assessment, you should submit your group **3500-**word report by 11:55pm AEST Sunday end of Module 12 via the **Assessment** link in the main navigation menu in HCD402_Human Centred Design in the main navigation menu in the Blackboard subject site. **Please ensure you save the file as surname_first name_assessment 3_part A. E.g., Bacon_Kevin_assessment 3_part A**

PART B:

- To complete this part of the assessment, you should submit your group narrated PPT/video by 11:55pm AEST Sunday end of Module 12 via the **Assessment** link in the main navigation menu in HCD402_Human Centred Design in the assessment section of Blackboard. **Please ensure you save the file as surname_first name_assessment 3_part B. E.g., Bacon_Kevin_assessment 3_part B**
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The learning facilitator will grade your submission and results can be found under My Grades.

Assessment Rubric

Assessment Attributes	Fail (Yet to achieve minimum standard) 0-49%	Pass (Functional) 50-64%	Credit (Proficient) 65-74%	Distinction (Advanced) 75-84%	High Distinction (Exceptional) 85-100%
Issue Explanation and Understanding Percentage for this criterion = (20%)	<p>Demonstrates a partially-developed understanding of the discussed technology, with:</p> <ul style="list-style-type: none"> An incomplete or flawed examination of the issues. Little to no understanding of the issues at hand. A lack of understanding of the context surrounding the technology's fundamental issues. Zero (or few) comments made regarding the social, cultural, or global impacts of the technology. 	<p>Demonstrates a functional knowledge of the technology and its effects, with:</p> <ul style="list-style-type: none"> An acceptable assessment of the issues. Some reasoning or understanding is shown. Understanding of some of the issues is shown, as well as a small examination of their seriousness. A low level of understanding of the issues is present. 	<p>Demonstrates proficient knowledge of the technology, its release, and the effects present. The submission has:</p> <ul style="list-style-type: none"> An accurate assessment of the issues with the technology, and a reasonable level of understanding is shown. Core components of these issues are highlighted and detailed. Evaluation of the seriousness of the issues is present, and some issues are prioritised by severity. 	<p>Demonstrates advanced knowledge of a technological development and its release. The submission contains:</p> <ul style="list-style-type: none"> A detailed assessment of the issues is present. Reasoning, understanding, and justification of the decisions made is present. Some insight into the design process that led to these issues is shown. Core contributors are explained in detail with emphasis placed on understanding these underlying issues. The issue explanation is well written, and able to communicate the ideas contained in an easy-to-digest manner. Extra non-written material (such as diagrams) is included. 	<p>Demonstrates exceptional knowledge of a technological development and its release. The submission contains:</p> <ul style="list-style-type: none"> A highly detailed assessment of the issues is present. Reasoning, understanding and justification of the decisions made is at a very high level. Core contributors are discussed at the highest possible level, with design decisions evaluated and discussed as part of this. The section is well written, and communicates the ideas contained in an easy to read manner. Considerable extra non-written material (graphs, diagrams, technical information)

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					is contained within the document.
Solution Justification Percentage for this criterion = (30%)	<p>A Partially-developed example is present, including:</p> <ul style="list-style-type: none"> An unfinished or poorly analysed justified solution to the issues being discussed. Little to no understanding is shown Effective execution of the problem solution is not present. The proposed solution has little referenced evidence behind it. There are zero (or few) comments made regarding the social, global, or cultural impacts that the solution can have. 	<p>A functional example is present in the submission, that highlights:</p> <ul style="list-style-type: none"> An acceptable level of analysis forms the foundation of the solution. Some justification is present. Some understanding is also shown. Execution of the solution is somewhat present - a few examples may be given as to how the solution would progress. There is some referenced evidence that supports the justification present. There are some comments made regarding the improvements (through a social, global, or cultural lens) that can be made by the solution. 	<p>A proficient example is present in the submission. The justification section includes:</p> <ul style="list-style-type: none"> An accurate justification of the issue solution. A large amount of this is present. Understanding is clearly shown, and some insight into processes is starting to appear. A clear execution process is present, and several clear implementation examples are present. Referenced evidence is present, and cited regularly as good examples of best practise. Several comments (related to the social, global, or cultural lens) are made regarding the improvements that the 	<p>An advanced level of justification is shown in this section, including:</p> <ul style="list-style-type: none"> A detailed assessment and justification of the solution. Understanding is clear and concise, and insight into design processes is clearly visible. A small amount of extrapolation through design choices is made. A clear process is presented and may be described through both diagrams and text. Context is provided for these examples as well. Referenced material is continually present throughout this section, and used as both examples of good and bad practises. Comments related to the most damaged lens (social, cultural, global 	<p>An exceptional level of justification is shown in this section, involving:</p> <ul style="list-style-type: none"> A complete breakdown of the fundamentals of the solution from the ground up. Reasoning, understanding, and justification are all present and design decisions are highlighted in depth. Predictions are made (based on research) as to the success of the proposed solution. A clear process is present, and described through a combination of text and diagrams, with additional context added. The design process is also shown. Referenced material is continually present and discussed. Some expert viewpoints may be disagreed with, and

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			solution makes.	or otherwise) are made, and discussed in depth.	<p>good and bad examples of implementation similar to that proposed are used to justify the proposed solution.</p> <ul style="list-style-type: none"> Referenced material is skilfully woven throughout this section, and the pieces of material are discussed to the highest possible level.
<p>Effective Communication (Written)</p> <p>(The report)</p> <p>Percentage for this criterion = 10%</p>	<ul style="list-style-type: none"> Presents information. Specialised language and terminology is rarely or inaccurately employed. Meaning is repeatedly obscured by errors in the communication of ideas, including errors in structure, sequence, spelling, grammar, punctuation and/or the acknowledgment of sources. <p>Some errors are evident in</p>	<ul style="list-style-type: none"> Communicates in a readable manner that largely adheres to the given format. Generally employs specialised language and terminology with accuracy. Meaning is sometimes difficult to follow. Information, arguments and evidence are structured and sequenced in a way that is not always clear and logical. 	<ul style="list-style-type: none"> Communicates in a coherent and readable manner that adheres to the given format. Accurately employs specialised language and terminology. Meaning is easy to follow. Information, arguments and evidence are structured and sequenced in a way that is clear and logical. <p>Occasional minor errors present in spelling, grammar and/or punctuation.</p>	<ul style="list-style-type: none"> Communicates coherently and concisely in a manner that adheres to the given format. Accurately employs a wide range of specialised language and terminology. Engages audience interest. Information, arguments and evidence are structured and sequenced in a way that is, clear and persuasive. 	<ul style="list-style-type: none"> Communicates eloquently. Expresses meaning coherently, concisely and creatively within the given format. Discerningly selects and precisely employs a wide range of specialised language and terminology. Engages and sustains audience's interest. Information, arguments and evidence are insightful, persuasive

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	spelling, grammar and/or punctuation.	Some errors are evident in spelling, grammar and/or punctuation.		Spelling, grammar and punctuation are free from errors.	and expertly presented. Spelling, grammar and punctuation are free from errors.
<p><i>Correct citation of key resources and evidence</i></p> <p>Percentage for this criterion = 10%</p>	<ul style="list-style-type: none"> Demonstrates inconsistent use of good quality, credible and relevant resources to support and develop ideas. Referencing is omitted or does not resemble APA. 	<ul style="list-style-type: none"> Demonstrates use of credible and relevant resources to support and develop ideas, but these are not always explicit or well developed. Referencing resembles APA, with frequent or repeated errors. 	<ul style="list-style-type: none"> Demonstrates use of credible resources to support and develop ideas. Referencing resembles APA, with occasional errors. 	<ul style="list-style-type: none"> Demonstrates use of good quality, credible and relevant resources to support and develop arguments and statements. Show evidence of wide scope within the organisation for sourcing evidence. APA referencing is free from errors. 	<ul style="list-style-type: none"> Demonstrates use of high-quality, credible and relevant resources to support and develop arguments and position statements. Show evidence of wide scope within and without the organisation for sourcing evidence. APA referencing is free from errors.
<p><i>Effective Communication (Presentation/Oral)</i></p> <p>(The presentation)</p>	<ul style="list-style-type: none"> Difficult to understand for audience, no logical/clear structure, poor flow of ideas, argument lacks supporting evidence. Specialised language and terminology is rarely or inaccurately employed. Stilted, awkward 	<ul style="list-style-type: none"> Presentation is sometimes difficult to follow. Information, arguments and evidence are presented in a way that is not always clear and logical Employs some specialised language and terminology with accuracy. Correct, but often stilted or awkward delivery. 	<ul style="list-style-type: none"> Presentation is easy to follow. Information, arguments and evidence are well presented, mostly clear flow of ideas and arguments. Accurately employs specialised language and terminology. Correct, but occasionally stilted or awkward delivery. 	<ul style="list-style-type: none"> Engages audience interest. Information, arguments and evidence are very well presented; the presentation is logical, clear and well-supported by evidence. Accurately employs a wide range of specialised language and terminology. Clear and confident 	<ul style="list-style-type: none"> Engages and sustains audience interest. Expertly presented; the presentation is logical, persuasive, and well-supported by evidence, demonstrating a clear flow of ideas and arguments. Discerningly selects and precisely employs a wide range of

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Percentage for this criterion = 30%	<p>and/or oversimplified delivery.</p> <ul style="list-style-type: none"> Limited use of engaging presentation techniques. (e.g. posture; eye contact; gestures; volume, pitch and pace of voice) Presentation aids are not employed or developed as directed. 	<ul style="list-style-type: none"> Sometimes uses engaging presentation techniques (e.g. posture; eye contact; gestures; volume, pitch and pace of voice) Employs basic, but generally accurate presentation aids as directed. A number of aspects require further refinement (e.g. amount of information, styling, editing, etc.). 	<ul style="list-style-type: none"> Uses engaging presentation techniques (e.g. posture; eye contact; gestures; volume, pitch and pace of voice) Employs clear and somewhat engaging presentation aids as directed. A few aspects require further refinement (e.g. amount of information, styling, editing, etc.). 	<p>delivery.</p> <ul style="list-style-type: none"> Confidently and consistently uses a range of engaging presentation techniques (e.g. posture; eye contact, expression; gestures; volume, pitch and pace of voice; stance; movement) Employs succinct, styled and engaging presentation aids that incorporate a range of elements (graphics, multi-media, text, charts, etc.). 	<p>specialised language and terminology.</p> <ul style="list-style-type: none"> Clear, confident and persuasive delivery. Dynamic, integrated and professional use of a wide range of engaging presentation techniques (e.g. posture; eye contact, expression; gestures; volume, pitch and pace of voice; stance; movement) Employs succinct, creative and engaging presentation aids that effectively integrate a wide range of elements (graphics, multi-media, text, charts, etc.).

The following Subject Learning Outcomes are addressed in this assessment	
SLO a)	Synthesise theoretical models of human knowledge.
SLO b)	Investigate moral philosophy to learn about real-world ethical actions.
SLO c)	Analyse ethical theories in ways that are sensitive to variations in cultural values.
SLO d)	Examine and justify the political, social and cultural effects of institutions on human behaviour.
SLO e)	Develop critical thinking by using a creative design approach.
SLO f)	Investigate human social groups and societies to understand how people interact in various contexts.